Writing Assessment Grid – Year 6

Name														
Prior Knowledge (TAF Statements for WTS)														
I can write for a range of purposes.		**1**												
In narrative, I can describe characters and settings.		**2**												
I can use paragraphs to organise ideas		**3**												
In non-narrative writing, I can use simple devices to structure writing and support the reader (e.g.sub-headings, bullet points, headings)		**4**												
Use punctuation **mostly** correctly:	Full stops	**5**												
	Capital letters													
	Question marks													
	Commas for lists													
	Apostrophes for contraction													
	Spell most words from the Y3/4 spelling lists, and some words from the Y5/6 spelling list.	**6**												
	Write legibly (no requirement for joining)	**7**												
Transcription - handwriting														
My handwriting is fluent, joined and consistent, even at speed; I join when it is appropriate.		**8 EXS TAF**												
Composition														
I can write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader.		**9 EXS TAF**												
I mostly use grammatical structures and choose vocabulary which are appropriate to the audience, purpose and degree of formality require		**10 EXS TAF**												
I can use a range of devices to build cohesion within and across paragraphs.	Conjunctions	**11 EXS TAF**												
	Adverbials of time and place (e.g. usually, now, soon, always, up around, north)													
	Pronouns													
	Synonyms and synonymouos references													
	Variety of sentence and clause structures													
	Determiners *NB. modifies, describes, or introduces a noun e.g. your car/four wheels*													
I can use character, dialogue and action to advance events in narrative writing and describe settings effectively.		**12 EXS TAF**												
In narratives I can describe settings, characters and create atmosphere using vocabulary and grammatical structures.		**13 EXS TAF**												
I sustain and develop ideas logically and for effect		**13**												
I can use a range of sentence starters to create specific effects e.g. adverbials, conjunctions, non-finite verbs 'ed'.		**14**												
I can summarise a text, conveying key information succinctly.		**15**												

Writing Assessment Grid – Year 6

Vocabulary, grammar and punctuation														
I use punctuation taught at KS2 mostly correctly *NB. semi colons and colons not necessarily needed, thought where used, should be correct.*	Ellipses to show omission of words, represent a pause, and/or suggest something left unsaid	**16** **EXS TAF**												
	I can use semi colons, colons or dashes to mark the boundaries between independent clauses (mostly correctly).													
	I can use hyphens to avoid ambiguity.													
	I can use the colon to introduce a list and the semi-colon within a list.													
	Parenthesis marked by dashes, brackets or commas													
	Accurate speech punctuation													
I make sure that there are no errors in my use of tense, plural/singular, person or subject/verb agreement in my writing: if necessary, I check and edit this.		**17** **EXS TAF**												
I can convey complicated information concisely using expanded noun phrases.		**18**												
I use figurative language (e.g. metaphor, personification) precisely in order to add impact.		**19**												
I use the passive voice to present information with a different emphasis.		**20**												
I can maintain an impersonal voice in order to convey information using a formal register.		**21**												
I use a variety of relative pronouns or implied pronouns to write relative clauses which convey information clearly.		**22**												
I can use bullet points consistently to list information.		**23**												
Transcription – spelling														
Spell correctly most words from the Y5/6 spelling list		**24** **EXS TAF**												
I use a dictionary to check the spelling and meaning of words, particularly ambitious vocabulary		**25** **EXS TAF**												
I can use hyphens correctly when joining prefixes to root words e.g. re-enter, co-ordinate.		**26**												
I can correctly spell homophones and other words which are often confused.		**27**												
I can spell most words with silent letters.		**28**												
I use a thesaurus to find synonyms and improve vocabulary precision.		**29**												
I can use a wide range of spelling strategies, including my knowledge of etymology.		**30**												

Writing Assessment Grid – Year 6

Greater Depth Targets														
I consistently select the appropriate form (features) across a wide range of text types, purposes and audiences.		**31 GDS TAF**												
I draw independently on what I have read as a model for my writing across a wide range of text types, purposes and audiences.		**32 GDS TAF**												
I can distinguish between the language of speech and writing and choose the appropriate register		**33 GDS TAF**												
I select verb forms for meaning and effect e.g. *NB. This is not a checklist – not all are needed for GDS*	Modal verbs to suggest degrees of possibility	**34 GDS TAF**												
	Subjunctive in formal writing to express a wish or a hope for the future													
	Passive voice to indicate formality													
	Past perfect tense to describe completed events of the past which happened before another. **'had' + a past tense verb = past perfect tense** For example: I had played / We had played; You had played (singular) / You had played (plural); He/She/It had played / They had played													
	Present perfect to describe somthing that happened in the past and is continuing today. **'has' or 'have' + a past tense verb = present perfect tense** For example: I have played / We have played; You have played (singular) / You have played (plural); He/She/It has played / They have played													
	Present progressive to describe events which are happening right now. **'am' or 'is' + a present tense verb = present progresssive** For example: I am playing / We are playing; You are playing (singular) / You are playing (plural); He/She/It is playing / They are playing													
	Past progressive to describe events which happened in the past over a period of time. **'were' or 'was' + a present tense verb = past progresssive** For example: I was playing / We were playing; You were playing (singular) / You were playing (plural); He/She/It was playing / They were playing													
I have a secure control of a formal voice; I achieve this through manipulating grammar and vocabulary, including the use of the passive.		**35 GDS TAF**												
To ensure the meaning is clear to the reader, I use all punctuation taught at KS2 precisely within my writing, including semi colon, colons and dashes.		**36 GDS TAF**												
I can write at length and maintain the tense, form and formality throughout.		**37**												
My writing is succinct and precise: I achieve this through judicious vocabuilary and grammatical choices		**38**												
In my writing, I use a varied and sophisticated vocabulary to add impact and create specific effects which are appropriate to the text-type.		**39**												
My writing shows control over a range of techniques to engage the reader e.g. flashback, opening hook, narrator's comments.		**40**												
I always use a dictionary to check the spelling of my ambitious vocabulary choices.		**41**												
Score														
Stage judgement														