

Year 6 writing descriptors

B	No less than 10 marks in the FLAG BOX (if less than 4 look at the Year group below)
B+	A few criteria for within complete with most/ all of the FLAG BOX.
W	RED BOLD STATEMENTS MUST BE TICKED (^ working towards from assessment framework) + at least 3 more statements.
W+	BLUE BOLD STATEMENTS MUST BE TICKED (* working at from assessment framework) + a minimum of half of the criteria for within complete (statements must be ticked under each heading)
S	Nearly all of the criteria for within complete (must be spread across different headings)
S+	All criteria for within mastered with all of secure plus increasingly evident in all genres of writing (- matches greater depth)

FLAG BOX – suggests that children are not yet working within the year group curriculum	Autumn	Spring	Summer
Correct spelling of words that contain prefixes and suffixes (-ate, -ise, -ify) (dis, mis, de, over, re)			
Correct spelling of words with silent letters (common ones silent k and silent p)			
Some homophones are spelt correctly (practise/practice, heard/herd)			
Planning of writing has some structure, but needs the support of a writing frame or prompt			
An awareness of how to vary writing according to the text type and the level of formality required (some deliberate choosing of formal versus informal language)			
Research is focused around facts and adds some additional contextual and historical detail			
Word order is always correct and there are no omissions			
Simple figurative language used (but this may not be carefully chosen to be contextually appropriate)			
Simple dialogue is correctly punctuated (but may be repetitive and lack development, there may be confusion between direct and reported speech)			
Writing is mainly ordered sensibly and chronological features are used to support this organisation			
Evaluation of own and others' writing (which focuses on improvement)			
Repeated descriptive phrases and words that have been previously taught with limited imaginative and innovative new language			

Correct regular and irregular verb tense (but there may be inaccuracies in the use of verb inflections)			
Some use of conjunctive adverbs (maybe more reliant on familiar co-ordinating and subordinating conjunctions and may on occasion use the incorrect conjunction for effect)			
Commas used correctly in lists and sometimes to separate clauses			
A short introduction that explains, informs or sets the scene			
A conclusion that summarises			
If a child is <u>within</u> national curriculum expectations you will see -			
Spelling			
^Spell correctly most words from the year 3 / year 4 spelling list			
^Some words from the year 5 / year 6 spelling list spelt correctly			
*Spell correctly most words from the year 5 / year 6 spelling list			
*Use a dictionary to check the spelling of uncommon or more ambitious vocabulary			
Accurate spelling of familiar words with silent letters (e.g. knight, psalm, solemn)			
Use further prefixes and suffixes (see spelling appendix) and understand when to add these			
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1			
Accurate spelling of homophones (including less common ones e.g. principal/ principle, stationary/stationery)			
Handwriting			
^Write legibly (does not have to be joined)			
*Maintain legibility in joined handwriting when writing at speed			
An awareness of how to change handwriting according to purpose (use of italics for emphasis and bold print)			
Grammar and punctuation			
^Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly			
*Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues)			

in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)			
*Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs			
*Use verb tenses consistently and correctly throughout their writing			
*Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)			
Correct use of commas for a number of purposes (separate clauses, phrases, listing, speech)			
Use of a hyphen to clarify information			
Use of brackets, dashes and commas for additional information			
Use of semi colons, colons and dashes to connect and separate independent clauses.			
Use of a colon to list			
Use of ellipsis for hesitation and dramatic effect			
Punctuating bullet points consistently			
Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly			
Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms			
Key grammatical vocabulary explained accurately (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi colon, bullet points – see grammar terminology list in national curriculum)			
Using passive verbs to affect the presentation of information in a sentence			
Using the perfect form of verbs to mark relationships of time and cause			
Using expanded noun phrases to convey complicated information concisely			
Using modal verbs or adverbs to indicate degrees of possibility			
Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun			
Deliberate variation in word order to create an effect			
Dialogue integrated within writing, correctly punctuated and organised (including interrupted speech)			

Use of an embedded clause and phrase to add additional detail			
Use of a range of figurative language devices to develop characters and settings (personification, metaphor and simile)			
A range of descriptive words used that are not commonly used in spoken language (including a range of synonyms and antonyms for both adverbs, verbs and adjectives)			
Direct and reported speech used to vary the writing and add interest			
Use of a range of co-ordinating conjunctions, subordinating conjunctions and conjunctive adverbs for different purposes (carefully chosen dependent on the text genre)			
Use of personal and impersonal rhetorical questions to create a dialogue with the reader			
Composition			
^Write for a range of purposes			
^Use paragraphs to organise ideas			
^In narratives, describe settings and characters			
^In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)			
*Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)			
*In narratives, describe settings, characters and atmosphere			
*Integrate dialogue in narratives to convey character and advance the action			
Effective planning for writing which takes into account the audience and purpose			
Changes proposed to improve and enhance grammar, vocabulary and punctuation			
Accurate evaluation and assessment of their own and others writing			
An ability to research a writing theme to add detail and interest			
Noting and developing initial ideas, drawing on reading and research where necessary			
Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the			

language of speech and writing and choosing the appropriate register			
If a child is <u>secure +</u> at national curriculum expectations you will see -			
-Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)			
-Distinguish between the language of speech and writing and choose the appropriate register			
-Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this			
-Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.			