

Writing Expectations and Assessment in Year 6

Each statement must be met before moving on to the next section. All statements need to be met to be at that standard.

Pre-Key stage 2 (working towards the KS1 expected standard)

The pupil can, after discussion with the teacher:	
• Write sentences that are sequenced to form a short narrative (real or fictional)	
• Demarcate some sentences with capital letters and full stops	
The pupil can:	
• Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others	
• Spell some common exception words	
• Form lower-case letters in the correct direction, starting and finishing in the right place	
• Form lower-case letters of the correct size relative to one another in some of their writing	
• Use spacing between words	

Pre-Key stage 2 (working at the KS1 expected standard)

The pupil can, after discussion with the teacher:	
• Write simple, coherent narratives about personal experiences and those of others (real or fictional)	
• Write about real events, recording these simply and clearly	
• Use present and past tense mostly correctly and consistently	
• Use co-ordination (e.g. and, or, but) and some subordination (e.g. when, if, because, that) to join clauses	
• Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required	
The pupil can:	
• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	
• Spell many common exception words	
• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
• Use spacing between words that reflects the size of the letters	

Working towards the expected key stage 2 standard

The pupil can:	
• 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, subheadings, bullet points)	
The pupil can use the following punctuation mostly correctly:	
• Capital letters	
• Full stops	
• Question marks	
• Commas for lists	
• Apostrophes for contraction	
The pupil can:	
• Spell most year 3 and 4 words correctly (see list)	
• Spell some year 5 and 6 words correctly (see list)	
• Write legibly	

Working at the expected key stage 2 standard

The pupil can:	
• Write effectively for a range of purposes and audiences	
• Select language that shows good awareness of the reader	
• Use the correct register/grammatical person (e.g. first person in a diary, direct address in instructions & persuasive writing)	
• In narratives, describe settings, characters and atmosphere	
• Integrate dialogue in narratives to convey character and advance the action	
• 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 sentence structures and starters (e.g. subordination, relative clauses, fronted adverbials)	
• 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	
The pupil can use a range of punctuation taught mostly correctly (not all need to be evident):	
• Capital letters	
• Full stops	
• Question marks	
• Exclamation marks	
• Commas for lists, fronted adverbials, relative clauses, subordination and separating adjectives	
• Apostrophes for contraction and possession	
• Colons	
• Semicolons	
• Ellipses	
• Dashes	
• Hyphens	
• Brackets	
• Spell most year 5 and 6 words correctly (see list)	
• Use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
• Maintain legibility in joined handwriting when writing at speed	

Working at greater depth within the expected standard

The pupil can:	
• Write effectively for a range of purposes and audiences	
• Select the appropriate form and draw 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 full range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens)	
• When necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.	