

# Writing Overview | Assessment Indicators and Outcomes

## Year 6

### Writing Assessment Indicators

#### Term 1

##### KPIs On-track for Expected Standard (EXS)

- Selects appropriate form of writing for a task and other similar writing. **(2)**
- Ideas organised into planned coherent set of paragraphs, which are varied in length and structure, the overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns etc.* **(3)**
- Uses a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader. **(10)**
- Uses adverbs, prepositional phrases and expanded noun phrases effectively. **(13)**
- Uses layout devices to structure text appropriately, e.g. *headings, columns, bullets or tables.* **(15)**
- Uses a range of main, subordinate and relative clauses to develop and explain ideas. **(16)**
- Uses an advanced range of conjunctions which fit the style of the writing. **(17)**
- (TAF) Is beginning to integrate dialogue to convey character and advance the action. **(18)**
- (TAF) Beginning to take control over levels of formality, e.g. *selecting vocabulary and manipulating grammatical structures.* **(19)**
- Ensures sentences are grammatically correct through proof reading and correcting. **(21)**
- (TAF) Can write effectively for a range of purposes and audiences, selecting language that shows an awareness of the reader. **(22)**
- Can effectively evaluate and edit own and others' writing. **(24)**

#### Term 2

##### KPIs On-track for Expected Standard (EXS)

- Selects appropriate form of writing for a task and other similar writing. **(2)**
- Ideas organised into planned coherent set of paragraphs, which are varied in length and structure, the overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns etc.* **(3)**
- (TAF) Uses all of the following punctuation mostly correctly: *inverted commas for speech, commas for clarity, brackets or commas for separation.* **(4)**
- Uses hyphens to help avoid ambiguity. **(9)**
- Makes some correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons. **(11)**
- (TAF) Can use different verb forms accurately. **(12)**
- Use passive voice to effect the presentation of information within a sentence. **(14)**
- (TAF) Will sometimes integrate dialogue to convey character and advance the action. **(18)**
- (TAF) Beginning to take control over levels of formality, e.g. *selecting vocabulary and manipulating grammatical structures.* **(19)**
- (TAF) Uses a range of cohesive devices, e.g. *repetition, ellipsis, adverbials within and across paragraphs.* **(20)**
- Ensures sentences are grammatically correct through proof reading and correcting. **(21)**
- (TAF) Can write effectively for a range of purposes and audiences, selecting language that shows an awareness of the reader. **(22)**
- Can effectively evaluate and edit own and others' writing. **(24)**

#### Term 3

##### KPIs Expected Standard (EXS)

- Selects appropriate form of writing for a task and other similar writing. **(2)**
- Ideas organised into planned coherent set of paragraphs, which are varied in length and structure, the overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns etc.* **(3)**
- (TAF) Uses imaginative detail and precise vocabulary included for effect, for example, to engage as well as inform in a range of writing. *(Describes settings, characters and atmosphere.)* **(5)**
- (TAF) Can use different verb forms accurately. **(12)**
- Use passive voice to effect the presentation of information within a sentence. **(14)**
- (TAF) Integrate dialogue to convey character and advance the action. **(18)**
- (TAF) Beginning to take control over levels of formality, e.g. *selecting vocabulary and manipulating grammatical structures.* **(19)**
- Ensures sentences are grammatically correct through proof reading and correcting. **(21)**
- (TAF) Can write effectively for a range of purposes and audiences, selecting language that shows an awareness of the reader. **(22)**
- Writes and performs own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear. **(23)**
- Can effectively evaluate and edit own and others' writing. **(24)**
- Can identify, understand and use terminology accurately and appropriately in discussing writing and reading. **(25)**

#### Spelling – rules taught explicitly

- (TAF) Spelling mostly correct from Year 5 and 6 word lists (*Appendix 1*) and know the etymology of some words and use a dictionary to check the spelling of uncommon or ambitious vocabulary. **(6)**
- Adds prefixes and suffixed and knows more complex letter strings. **(7)**
- To spell further homophones (*listed in Appendix 1, p60.*) **(8)**

#### Handwriting – ongoing

- (TAF) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far – legibly, fluently and at appropriate speed. **(1)**

#### Greater Depth (GDS) Statement

- Write effectively for a range of purposes and audiences, selecting the appropriate form.
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
- Distinguish between the language of speech and writing and choose the appropriate register
- Make effective choices, revisions and purposeful omissions to impact on and interest the reader. (Not TAF)
- Use the range of punctuation taught at Key Stage 2 correctly and when necessary use such punctuation precisely to enhance meaning and avoid ambiguity.

**\*The greater depth statement is one that can be achieved at any point providing there is enough evidence of the application of independent work from the child with an emphasis on writing for a particular purpose**

## Writing Outcomes

Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Class Novels</u></b></p> <p><b><u>Autumn Term:</u></b> Stay where you are The Leave</p> <p><b><u>Spring Term:</u></b> The Boy in the Striped Pyjamas</p> <p><b><u>Summer Term:</u></b> Wonder</p> <p><b><u>Optional Texts</u></b></p> <p>Skellig</p> <p>Treasure Island</p> <p>In Flanders Fields</p> <p>Oliver Twist</p> <p>A Christmas Carol</p> <p><b><u>Non-fiction</u></b> Range of high quality non-fiction including online and books</p>	<p><b><u>Non-Chronological report</u></b> <b>Linked to Britain at War</b></p> <p><b>Expected Standard:</b> Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page.</p> <p><b>Objectives:</b> 10, 16, 17</p> <p><b>Transform for GDS:</b> Write the same recount for two or three audiences, appealing to each one through managed shifts of formality</p> <p style="text-align: center;"><b><u>Narrative</u></b></p> <p><b>The Lion, the witch and the wardrobe</b></p> <p><b>Expected Standard:</b> Write a five-part story using language to evoke mood and atmosphere and develop characterisation.</p> <p><b>Objectives:</b> 18</p> <p><b>Transform for GDS:</b> Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change to change the atmosphere.</p> <p style="text-align: center;"><b>*Teachers Choice*</b></p>	<p><b><u>Discussion</u></b> <b>Causes of War</b></p> <p><b>Expected Standard:</b> Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice.</p> <p><b>Objectives:</b> 3, 19, 13</p> <p><b>Transform for GDS</b> Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating assured and conscious control of formality.</p> <p style="text-align: center;"><b><u>Narrative</u></b></p> <p><b>A Christmas Carol</b></p> <p><b>Expected Standard:</b> Plan and write a story with a very distinct atmosphere – eg. suspense, panic, humour</p> <p><b>Objectives:</b> 3, 18</p> <p><b>Transform for GDS</b> Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.</p> <p style="text-align: center;"><b>*Teachers Choice*</b></p>	<p><b><u>Persuasion</u></b> <b>House of Wisdom</b></p> <p><b>Expected Standard:</b> Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.</p> <p><b>Objectives:</b> 12, 14, 19</p> <p><b>Transform for GDS</b> Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and an informal speech with formal features.</p> <p style="text-align: center;"><b>**Narrative</b></p> <p><b>Expected Standard:</b> Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.</p> <p><b>Objectives:</b> 3, 20</p> <p><b>Transform for GDS</b> Independently use a non-linear structure to show control of formality for different shifts of time.</p> <p style="text-align: center;"><b>*Teachers Choice*</b></p>	<p><b><u>Narrative</u></b> <b>The Boy in the Striped Pyjamas</b></p> <p><b>Expected Standard:</b> Plan and write a story with two narrators to tell the story from different perspectives.</p> <p><b>Objectives:</b> 4, 9, 11, 18</p> <p><b>Transform for GDS</b> Independently change the formality of the two narrators so that they contrast.</p>	<p><b><u>Narrative</u></b> <b>Wonder</b></p> <p><b>Expected Standard:</b> Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere.</p> <p><b>Objectives:</b> 5, 18</p> <p><b>Transform for GDS</b> Independently include dialogue to show shifts of formality; develop character and move the action forward.</p> <p style="text-align: center;"><b><u>Recount</u></b></p> <p><b>Oliver Twist</b></p> <p><b>Expected Standard:</b> Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required.</p> <p><b>Objectives:</b> 10, 16, 17</p> <p><b>Transform for GDS:</b> Write the same recount for a chosen audience, appealing to each one through managed shifts of formality</p>	<p><b><u>Narrative</u></b> <b>Traditional Tales</b></p> <p><b>Expected Standard:</b> Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader.</p> <p><b>Objectives:</b> 5, 18</p> <p><b>Transform for GDS</b> Write own story that they have always wanted to write!</p> <p style="text-align: center;"><b><u>Explanation</u></b></p> <p><b>Slave trade triangle</b></p> <p><b>Expected Standard:</b> Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.</p> <p><b>Objectives:</b> 14, 9, 19</p> <p><b>Transform for GDS</b> Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write</p> <p style="text-align: center;"><b>*Teachers Choice*</b></p>

The class novels are read at story time, they may be used as a stimulus for writing. The optional texts may be read to the class across the year as and when the teacher decides.