



## Year 6 Writing – Key Performance Indicators



| Working at the EXPECTED STANDARD   |                                 | Evidence collection |  |  |  |  |  |
|--|---------------------------------|---------------------|--|--|--|--|--|
| Date of assessment   |                                 |                     |  |  |  |  |  |
| Write for a range of purposes and audiences. Selecting language that shows good awareness of the reader.                         |                                 |                     |  |  |  |  |  |
| In narrative, describe setting, character and atmosphere.  |                                 |                     |  |  |  |  |  |
| Integrate dialogue to convey character and advance the action.   |                                 |                     |  |  |  |  |  |
| Selecting appropriate vocabulary and grammatical structures that reflect the level of formality required, E.g. contracted forms. |                                 |                     |  |  |  |  |  |
| Using passive verbs to affect how information is presented.  |                                 |                     |  |  |  |  |  |
| Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.                    |                                 |                     |  |  |  |  |  |
| Using a range of cohesive devices:   | Conjunctions                    |                     |  |  |  |  |  |
|  | Adverbial of time and place     |                     |  |  |  |  |  |
|  | Pronouns                        |                     |  |  |  |  |  |
|  | Synonym                         |                     |  |  |  |  |  |
| Use verb tenses correctly throughout writing.  |                                 |                     |  |  |  |  |  |
| Using a range of clause structures, sometimes varying their position within the sentence.  | Subordinate clause at the start |                     |  |  |  |  |  |
|  | Embedded clause                 |                     |  |  |  |  |  |
|  | Subordinate clause at the end   |                     |  |  |  |  |  |
| Using prepositional phrases effectively to add detail, qualification and precision.  |                                 |                     |  |  |  |  |  |
| Using expanded noun phrases effectively to add detail, qualification and precision.  |                                 |                     |  |  |  |  |  |
| Using mostly correctly:  | Inverted commas                 |                     |  |  |  |  |  |
|  | Commas for clarity              |                     |  |  |  |  |  |
|  | Punctuation for parenthesis     |                     |  |  |  |  |  |
| Making some correct use of:  | Semi-colons                     |                     |  |  |  |  |  |
|  | Dashes                          |                     |  |  |  |  |  |
|  | Colons                          |                     |  |  |  |  |  |
|  | Hyphens                         |                     |  |  |  |  |  |
| Spelling most words correctly from the Year 5 & 6 list and using a dictionary to clarify ambitious vocabulary.                   |                                 |                     |  |  |  |  |  |
| Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.               |                                 |                     |  |  |  |  |  |