

A Year 6 writer can write for different purposes and engages the reader by choosing and using rich and varied vocabulary. Ideas are sequenced and linked using cohesive devices. Sentences are punctuated correctly and commas are used to separate clauses. Year 6 writers are able to proof-read and edit their own writing mostly independently.

Statements in bold must be met for chd to be assessed as EXS.

. partly achieved / mostly achieved X fully achieved

Year 6 Key Concepts for Writing	. / X
Writes legibly and fluently and with increasing speed.	
Spells correctly most words from the Year 5/ 6 spelling list.	
Spells most words correctly, including polysyllabic words.	
Spells some words with 'silent' letters [for example, knight, psalm, solemn].	
Continues to distinguish between homophones and other words which are often confused.	
Use prefixes and suffixes and understand the guidance for adding them.	
Uses synonyms and antonyms.	
Uses hyphens to avoid ambiguity.	
Uses punctuation taught at KS2 mostly correctly (CL, FS, - () apostrophes, ! ? " " ...).	
Uses bullet points to list information.	
Uses colons to introduce a list.	
Uses semi-colons within lists.	
Uses the semi-colon, colon and dash to mark the boundary between independent clauses.	
Selects the vocabulary and grammatical structures that reflect what the writing requires e.g. formal, informal, passive voice.	
Uses expanded noun phrases to engage and entertain the reader.	
Use verb tenses consistently and correctly throughout their writing.	
Uses the perfect form of verbs to mark relationships of time and cause.	
Can identify the subject and object in a sentence.	
Uses cohesive devices to link ideas across paragraphs: repetition of a word or phrase, grammatical connections [e.g. adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	
Uses a range of subordinating and coordinating conjunctions.	
Plans, drafts and writes effectively for a range of purposes.	
Integrates dialogue in narratives to convey character AND advance the action.	
Describes settings, characters and atmosphere.	
Uses further organisational and presentational devices to structure text (e.g. headings, subheadings and underlining).	
Proof reads for spelling and punctuation errors and uses a dictionary to check and correct unusual or ambitious vocabulary choices.	
Evaluates and edits their own writing.	
Greater Depth Standard	
Writes effectively for a range of purposes and audiences, selecting and using the appropriate form and drawing independently upon what they have read in their own writing.	
Distinguishes between the language of speech and writing and chooses the appropriate register.	
Exercises an assured control over levels of formality, particularly through manipulating grammar and vocabulary choices.	
Uses the range of punctuation taught at KS2, using punctuation precisely to enhance meaning and avoid ambiguity.	