

Local Authority Teacher Moderation Framework at the end of Year 6 - Writing

Working towards the expected standard The pupil can:	SAMPLES					
	1	2	3	4	5	6
• Write for a range of purposes.						
• Use paragraphs to organise ideas.						
• In narratives, describe settings and characters.						
• In non-fiction, use simple devices to structure writing and support the reader (eg headings, sub-headings, bullet points).						
• Use capital letters, full stops, commas for lists, question mark and apostrophe mostly correctly.						
• Spell most words from the Year 3/4 list and some from the Year 5/6 list.						
• Write legibly.						
Working at the expected standard The pupil can:						
• Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (eg first person in a diary, direct address in instructions or persuasion).						
• In narratives, describe settings, characters and atmosphere.						
• Integrate dialogue in narratives to convey character and advance action.						
• Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (eg using contracted forms in dialogue, passive use of verbs, using modal verbs to suggest degrees of possibility).						
• Use a range of devices to build cohesion (eg conjunctions, adverbials, 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 (eg inverted commas and other punctuation to indicate direct speech).						
• Spell correctly most words from the Year 5/6 spelling list and 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, selecting the appropriate form and drawing independently on what they have read as models for their own writing (eg 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 (eg semi-colons, dashes, colons, hyphens) and when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.						
• There are no additional statements for spelling and handwriting.						