

## Year 6 Expected Writing Criteria

	Step 19	Step 20	Step 21 (Expected TA framework)	Step 22 (Greater Depth TA framework)
Writing for Purpose	<ul style="list-style-type: none"> <li>Continuing to write effectively and coherently for different purposes.</li> <li>Drawing on reading and <i>modelled examples</i> to inform and effectively select more ambitious vocabulary, grammar and punctuation.</li> <li>Editing and uplevelling vocabulary, grammar and punctuation <i>more independently</i>.</li> <li>Writing with an awareness of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to write effectively and coherently for different purposes.</li> <li>Drawing on reading and <i>modelled examples</i> to inform and effectively select more ambitious vocabulary, grammar and punctuation.</li> <li>Editing and uplevelling vocabulary, grammar and punctuation <i>mostly independently</i>.</li> <li>Writing with an awareness of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</li> <li>In narratives, describe settings, characters and atmosphere.</li> <li>Integrate dialogue in narratives to convey character and advance the action.</li> </ul>	<ul style="list-style-type: none"> <li>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. (e.g. literary language, characterisation, structure)</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>Demarcating sentences correctly using capital letters, full stops, question marks and exclamation marks.</li> <li>Using brackets, dashes or commas to indicate parenthesis.</li> <li>Mostly accurate use of commas and apostrophes.</li> <li>Using punctuation for direct speech <i>independently with increasing accuracy and minimal scaffolding</i>.</li> <li>Using advanced punctuation, including colons, semicolons and ellipsis <i>more independently</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Demarcating sentences correctly using capital letters, full stops, question marks and exclamation marks.</li> <li>Using brackets, dashes or commas to indicate parenthesis.</li> <li>Mostly accurate use of commas and apostrophes.</li> <li>Using punctuation for direct speech <i>independently with increasing accuracy and minimal scaffolding</i>.</li> <li>Using advanced punctuation, including colons, semicolons and ellipsis <i>with more accuracy</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).</li> </ul>	<ul style="list-style-type: none"> <li>Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul>
Sentences	<ul style="list-style-type: none"> <li>Using a range of sentence structures <i>for effect</i>.</li> <li>Using a range of literary and descriptive techniques, including similes, metaphors and personification independently.</li> </ul>	<ul style="list-style-type: none"> <li>Using a range of sentence structures <i>for effect</i>.</li> <li>Using a range of literary and descriptive techniques, including similes, metaphors and personification independently.</li> </ul>		<ul style="list-style-type: none"> <li>Distinguish between the language of speech and writing and choose the appropriate register.</li> </ul>
Paragraphs	<ul style="list-style-type: none"> <li>Using paragraphs to organise ideas around a theme independently (TiPToP – time, place, topic and person)</li> <li>Choosing appropriate pronouns and nouns within and across <i>all</i> sentences to aid cohesion and avoid repetition.</li> <li>Linking ideas across paragraphs to create cohesion using techniques including:               <ul style="list-style-type: none"> <li>adverbials of time (e.g. <i>later</i>)</li> <li>place (e.g. <i>nearby</i>)</li> <li>number (e.g. <i>secondly</i>)</li> <li>tense choices (e.g. he <i>had</i> seen her before)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Using paragraphs to organise ideas around a theme independently (TiPToP – time, place, topic and person)</li> <li>Choosing appropriate pronouns and nouns within and across <i>all</i> sentences to aid cohesion and avoid repetition.</li> <li>Linking ideas across paragraphs to create cohesion using techniques including:               <ul style="list-style-type: none"> <li>adverbials of time (e.g. <i>later</i>)</li> <li>place (e.g. <i>nearby</i>)</li> <li>number (e.g. <i>secondly</i>)</li> <li>tense choices (e.g. he <i>had</i> seen her before)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> </ul>

Word Classes	<ul style="list-style-type: none"> <li>Using adverbs and fronted adverbials with <i>mostly accurate</i> punctuation.</li> <li>Using a variety of expanded noun phrases.</li> <li>Using relative pronouns mostly accurately to begin relative clauses.</li> <li>Using adverbs (<i>e.g. perhaps, surely</i>) or modal verbs (<i>e.g. should, might, will, must</i>) to indicate degrees of possibility.</li> <li>Choosing a range of conjunctions appropriate for the genre.</li> </ul>	<ul style="list-style-type: none"> <li>Using more appropriate and effective adverbs and fronted adverbials.</li> <li>Using a variety of expanded noun phrases for effect.</li> <li>Using a range of relative clauses.</li> <li>Using adverbs and, when appropriate for the genre, modal verbs to indicate degrees of possibility.</li> <li>Choosing a range of conjunctions appropriate for the genre.</li> </ul>	<ul style="list-style-type: none"> <li>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (<i>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</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> </ul>
Tenses	<ul style="list-style-type: none"> <li>Using different verb forms and verb-subject agreement with more accuracy within the context of the genres scaffolded in the unit of work.</li> </ul>	<ul style="list-style-type: none"> <li>Using different verb forms and verb-subject agreement with more accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Use verb tenses consistently and correctly throughout their writing</li> </ul>	
Spellings	<ul style="list-style-type: none"> <li>Spell correctly most words from the Year 5 / Year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Spell correctly most words from the Year 5 / Year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Spell correctly most words from the Year 5 / Year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</li> </ul>	
Handwriting	<ul style="list-style-type: none"> <li>Producing handwriting of increasing legibility, consistency and quality <i>in most pieces of work</i>.</li> <li>Using spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>Increased legibility in joined handwriting when writing at speed <i>in most pieces of work</i>.</li> <li>Using spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul>	