

Year 6 - Teacher Assessment Framework for Writing

Working towards the expected standard	
The pupil can:	
Composition	<ul style="list-style-type: none"> • write for a range of purposes • use paragraphs to organise ideas • in narratives, describe settings and characters • in non-narrative writing, use simple devices to structure the writing and support the reader
Transcription	<ul style="list-style-type: none"> • use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly • spell most words correctly* (years 3 and 4) • spell some words correctly (year 5 and 6) • write legibly [<i>no specific requirement for handwriting to be joined</i>]
Working at the expected standard	
The pupil can:	
Composition	<ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action
Transcription	<ul style="list-style-type: none"> • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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) • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, 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 (e.g. inverted commas and other punctuation to indicate direct speech) • spell correctly most words from the Year 5/Year 6 spelling list* and use a dictionary to check the spelling of uncommon or write more ambitious vocabulary. • maintain legibility in joined handwriting when writing at speed
Working at greater depth	
The pupil can:	
Composition	<ul style="list-style-type: none"> • 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) • 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 punctuation to achieve this
Transcription	<ul style="list-style-type: none"> • 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 the meaning and avoid ambiguity