

# St. Paul's Writing Assessment Sheet

## Year Six

		Writing Piece:					
Purpose and Impact	<u>In narratives, describe settings, characters and atmosphere</u>						
	Convey a convincing viewpoint using the point of view of others to support or contrast writer's own opinion						
	Choose style/genre features to maintain and challenge the reader's interest <i>e.g. elaborate detail in narrative or succinctness in police report</i>						
	<u>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</u> <i>e.g. the use of the first person in a diary entry; direct address in instructions and persuasive writing</i>						
Structure and Shape	<u>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly effectively</u> <i>e.g. using contracted forms in dialogues in narrative; using modal verbs to suggest degrees of possibility</i>						
	Use a range of layout devices <i>e.g. headings, sub-headings, columns, bullets, tables etc</i>						
	<u>Link ideas across paragraphs using a wider range of cohesive devices</u> <i>e.g. conjunctions, adverbials of time and place, pronouns, synonyms</i>						
	<u>Integrate dialogue in narratives to convey character and advance the action</u>						
Sentence Structure	Write informally or formally appropriate to genre/ text type						
	<u>Vary the types of sentences within a piece across simple, compound and complex constructions</u>						
Tense	<u>Use verb tenses consistently and correctly throughout their writing</u>						
Passive Voice	<u>Use passive voice to affect the presentation of information in a sentence</u> <i>e.g. The window in the greenhouse was broken.</i>						
Conjunctions/ Complex Sentences	Use a range of complex construction strategies to build subordinating clauses with verb starts ending in 'ing', 'ed' or adverbs 'ly' followed by verbs, relative clauses and subordinating conjunction starts.						
Writerly Techniques	<u>Use personification to give human attributes to inanimate objects/things.</u>						
	Use symbolism as a recurring idea to emphasise a themed motif <i>e.g. ongoing referencing to water</i>						
Vocabulary	Use varied and precise vocabulary to create particular stylistic effects.						
Adverbs/ Adverbial Phrases	<u>Use more complicated adverbial phrases to link ideas</u> <i>e.g. on the other hand, in contrast, as a consequence.</i>						
	Use adverbs and adverbial phrases to qualify, intensify or emphasise <i>e.g. 'The dog is so incredibly stupid', '...an exceptional result.'</i>						
Punctuation	<u>Use semi-colon, colon and dash to mark the boundary between independent clauses</u> <i>e.g. It's snowing; I am delighted.</i>						
	<u>Use of the colon to introduce a list and use of semi-colons within lists</u>						
	<u>Use inverted commas and other punctuation to indicate direct speech</u>						
	<u>Use hyphens to avoid ambiguity</u> <i>e.g. recover or re-cover</i>						
Spelling and Word Structure	<u>Spell correctly most words from the Year 5/ 6 spelling list.</u>						
	<u>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary</u>						
Handwriting and Presentation	<u>Write speedily in a joined, legible style.</u>						
	Choose the right handwriting style according to purpose <i>e.g. neat and joined for final version and un-joined for labelling a diagram or data.</i>						

Golden Thread (Ready to Progress Criteria) – linked to End of Key Stage 2 expectations