Name:_____ **Year 6 Writing Checklist**

Non negotiable | No evidence | Evidence in text
**Overall**: Some evidence Most evidence ✓ **Secure** evidence

| **End of key stage 2 statutory assessment – Working towards the expected standard The pupil can write for a range of purposes and audiences** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **Date:** | / | / | / | / | / | / | / | / |
| | **Text genre:** | | | | | | | | |
| 1. Using paragraphs to organise ideas | | | | | | | | | |
| 2. In narratives, describing settings and characters | | | | | | | | | |
| 3. In non-narrative writing, use simple devices to structure the writing (e.g. headings, sub-headings, bullet points) | | | | | | | | | |
| Using **mostly correctly** | 4. Capital letters | | | | | | | | |
| | 5. Full stops | | | | | | | | |
| | 6. Question marks | | | | | | | | |
| | 7. Commas for lists | | | | | | | | |
| | 8. Apostrophes for contraction | | | | | | | | |
| 9. Spelling **most words** correctly (year 3 and 4) | | | | | | | | | |
| 10. Spelling **some words** correctly (year 5 and 6) | | | | | | | | | |
| 11. Producing legible handwriting | | | | | | | | | |

| **End of key stage 2 statutory assessment – Working at the expected standard The pupil can write for a range of purposes and audiences** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 12. Select 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) | | | | | | | | | |
| 13. In narratives, describe settings, characters and atmosphere | | | | | | | | | |
| 14. Integrate dialogue in narratives to convey character and advance the action | | | | | | | | | |
| Selecting vocabulary and grammatical structures that reflect what the writing requires, doing this **mostly appropriately** | 15. Using contracted forms in dialogues in narrative | | | | | | | | |
| | 16. Using passive verbs to affect how information is presented | | | | | | | | |
| | 17. Using modal verbs to suggest degrees of possibility | | | | | | | | |
| 18. Using **a range** of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs | | | | | | | | | |
| 19. Use verb tenses **consistently** and correctly throughout their writing | | | | | | | | | |
| Use the range of punctuation taught at Key Stage 2 **mostly correctly** | 20. Inverted commas (Year 3 and 4) | | | | | | | | |
| | 21. Apostrophes for plural possession (Year 4) | | | | | | | | |
| | 22. Commas after fronted adverbials (Year 4) | | | | | | | | |
| | 23. Punctuation for parenthesis (brackets, dashes, commas) (Year 5) | ( ) -- , , | ( ) -- , , | ( ) -- , , | ( ) -- , , | ( ) -- , , | ( ) -- , , | ( ) -- , , | ( ) -- , , |
| | 24. Commas to clarify meaning or avoid ambiguity (Year 5) | | | | | | | | |
| | 25. Semi-colon within lists **and** to mark boundaries between clauses (Year 6) | & | & | & | & | & | & | & | & |
| | 26. Colon within lists **and** to mark boundaries between clauses (Year 6) | & | & | & | & | & | & | & | & |
| | 27. Dash to mark boundaries between clauses (Year 6) | | | | | | | | |
| | 28. Hyphen (Year 6) | | | | | | | | |
| 29. Spelling **most words** correctly (year 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary | | | | | | | | | |
| 30. Maintaining legibility in joined handwriting when writing at speed | | | | | | | | | |

| **End of key stage 2 statutory assessment – Working at greater depth within the expected standard The pupil can write 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. literacy language, characterisation, structure)** | | | | | | | |
|---|---|---|---|---|---|---|---|
| 31. Distinguish between the language of speech and writing and choose the appropriate register | | | | | | | |
| 32. Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this | | | | | | | |
| 33. Use the range of punctuation taught at Key Stage 2 correctly (see above) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity | | | | | | | |

Name:_____ **Year 6 Writing Checklist**

Non negotiable | No evidence | Evidence in text
**Overall**: Some evidence Most evidence ✓ **Secure** evidence

| **End of key stage 2 statutory assessment – Working towards the expected standard The pupil can write for a range of purposes and audiences** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Date:** | / | / | / | / | / | / | / | / |
| **Text genre:** | | | | | | | | |
| 1. Using paragraphs to organise ideas | | | | | | | | |
| 2. In narratives, describing settings and characters | | | | | | | | |
| 3. In non-narrative writing, use simple devices to structure the writing (e.g. headings, sub-headings, bullet points) | | | | | | | | |
| Using **mostly correctly** – 4. Capital letters | | | | | | | | |
| 5. Full stops | | | | | | | | |
| 6. Question marks | | | | | | | | |
| 7. Commas for lists | | | | | | | | |
| 8. Apostrophes for contraction | | | | | | | | |
| 9. Spelling **most words** correctly (year 3 and 4) | | | | | | | | |
| 10. Spelling **some words** correctly (year 5 and 6) | | | | | | | | |
| 11. Producing legible handwriting | | | | | | | | |

| **End of key stage 2 statutory assessment – Working at the expected standard The pupil can write for a range of purposes and audiences** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 12. Select 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) | | | | | | | | |
| 13. In narratives, describe settings, characters and atmosphere | | | | | | | | |
| 14. Integrate dialogue in narratives to convey character and advance the action | | | | | | | | |
| Selecting vocabulary and grammatical structures that reflect what the writing requires, doing this **mostly appropriately** – 15. Using contracted forms in dialogues in narrative | | | | | | | | |
| 16. Using passive verbs to affect how information is presented | | | | | | | | |
| 17. Using modal verbs to suggest degrees of possibility | | | | | | | | |
| 18. Using **a range** of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs | | | | | | | | |
| 19. Use verb tenses **consistently** and correctly throughout their writing | | | | | | | | |
| Use the range of punctuation taught at Key Stage 2 **mostly correctly** – 20. Inverted commas (Year 3 and 4) | | | | | | | | |
| 21. Apostrophes for plural possession (Year 4) | | | | | | | | |
| 22. Commas after fronted adverbials (Year 4) | | | | | | | | |
| 23. Punctuation for parenthesis (brackets, dashes, commas) (Year 5) | ( ) -- , , | ( ) -- , , | ( ) -- , , | ( ) -- , , | ( ) -- , , | ( ) -- , , | ( ) -- , , | ( ) -- , , |
| 24. Commas to clarify meaning or avoid ambiguity (Year 5) | | | | | | | | |
| 25. Semi-colon within lists **and** to mark boundaries between clauses (Year 6) | & | & | & | & | & | & | & | & |
| 26. Colon within lists **and** to mark boundaries between clauses (Year 6) | & | & | & | & | & | & | & | & |
| 27. Dash to mark boundaries between clauses (Year 6) | | | | | | | | |
| 28. Hyphen (Year 6) | | | | | | | | |
| 29. Spelling **most words** correctly (year 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary | | | | | | | | |
| 30. Maintaining legibility in joined handwriting when writing at speed | | | | | | | | |

| **End of key stage 2 statutory assessment – Working at greater depth within the expected standard The pupil can write 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. literacy language, characterisation, structure)** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 31. Distinguish between the language of speech and writing and choose the appropriate register | | | | | | | | |
| 32. Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this | | | | | | | | |
| 33. Use the range of punctuation taught at Key Stage 2 correctly (see above) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity | | | | | | | | |