Writing Assessment Grid – Year 6 EXS GDS

Evidence from assessed piece of writing and Target Books/Evidence & Professional Judgement.

Name													
Transcription - handwriting													
I choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether or not to join specific letters.	1												
My handwriting is fluent, joined and consistent, even at speed.	2												
Composition													
I can choose the appropriate form and register for the audience and purpose of the writing (selecting language that shows a good awareness of the reader).	3												
I use grammatical structures and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and add impact or atmosphere.	4												
I can use a range of sentence starters to create specific effects e.g. adverbials, conjunctions, non-finite verbs, 'ed'.	5												
I sustain and develop ideas logically and for effect, using a wide range of devices to build cohesion within and across paragraphs (narrative and non-narrative writing).	6												
I can use character, dialogue (using inverted commas and other punctation to indicate direct speech) and action to advance events in narrative writing and describe settings effectively.	7												
I can summarise a text, conveying key information succinctly.	8												
I can use a range of organisational and presentational devices to structure texts and to guide the reader e.g. headings, bullet points, columns, underlining.	9												
Vocabulary, grammar and punctuation													
I can convey complicated information concisely using expanded noun phrases.	10												
I can use semi colons, colons or dashes to mark the boundaries between independent clauses (mostly correctly).	11												
I can use hyphens to avoid ambiguity.	12												
I can use the colon to introduce a list and the semi-colon within a list.	13												
I can use connecting adverbials or pronouns to link ideas, guide the reader and improve cohesion within or between paragraphs.	14												
I can edit my writing to ensure that there are no errors in my use of tense, plural/singular, person or subject/verb agreement.	15												
I can use ellipsis and vary word order or sentence length to add interest.	16												
I use figurative language (e.g. metaphor, personification) precisely in order to add impact.	17												

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I use the passive voice to present information with a different emphasis.	18												
I can maintain an impersonal voice in order to convey information using a formal register.	19												
Name													
I use a variety of relative pronouns or implied pronouns to write relative clauses which convey information clearly.	20												
I can punctuate bullet points consistently to list information.	21												
Transcription – spelling													
I can use hyphens correctly when joining prefixes to root words e.g. re-enter, co-ordinate.	22												
I can correctly spell homophones and other words which are often confused.	23												
I can spell further identified commonly mis-spelt words from Y5/6 word list.	24												
I can spell most words with silent letters.	25												
I can use any dictionary to check the spelling and meaning of words.	26												
I use a thesaurus to find synonyms and improve vocabulary precision.	27												
I can use a wide range of spelling strategies, including my knowledge of etymology.	28												
Greater Depth Targets													
I can use the organisation and language features of all 6 non-fiction text types independently.	29												
In my writing, I use a varied and sophisticated vocabulary to add impact and create specific effects which are appropriate to the text-type.	30												
My writing shows control over a range of techniques to engage the reader e.g. flashback, opening hook, narrator's comments.	31												
I can use the subjunctive in formal writing to express a wish or a hope for the future.	32												
My writing shows that I have a secure control of a formal voice, including the use of the passive.	33												
To ensure the meaning is clear to the reader, I use all punctuation taught at KS2 precisely within my writing, including dashes and semi colons.	34												
I always use a dictionary to check the spelling of my ambitious vocabulary choices.	35												
Score													
Stage judgement													