

Wheatcroft Teacher Assessment Writing Framework



Year 6 Writing

Working towards the expected standard at the end of KS2

The pupil can:

Transcriptional skills

- Spell correctly most words from the Y3/4 spelling list, and some words from the Y5/6 spelling list
- Write legibly

Compositional skills

- 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 (e.g. headings, sub-headings, bullet points)
- Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly

Working at the expected standard at the end of KS2

The pupil can:

Transcriptional skills

- Spell correctly most words from the Y5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Maintain legibility in joined handwriting when writing at speed

Compositional skills

- 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)
- In narratives, describe settings, characters and atmosphere
- Integrate dialogue in narratives to convey character and advance the action
- 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)

Working at greater depth at the end of KS2

The pupil can:

Transcriptional skills

*No additional statements for spelling or handwriting

Compositional skills

- 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 vocabulary to achieve this
- Use the range of punctuation taught in key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.