

Performance of Writing - Expected Standard at end of Year 6



	Aut 1	Aut 2	Spr 1	Spr 1	Sum 1	Sum 2
In some writing, usually with support						
Purpose and Impact						
Write whole texts that are interesting, engaging or thoughtful.						
Manipulates reader through the telling of a narrative e.g. Use of humour or controls the direction of non-fiction through a range of strategies e.g. persuasive devices.						
Convey a convincing viewpoint using the point of view of others to support or contrast writers own opinion.						
Produce texts which are appropriate to reader and purpose.						
Choose style/genre features to maintain and challenge the reader's interest e.g. elaborate detail in narrative or succinctness in police report.						
Adapt well known genres to create different effects e.g. fairytales with a twist exploring new viewpoint.						
Structure and Shape						
Organise and present whole texts effectively that sequence and structure information.						
Navigate a reader through a text in a logical, chronological way or subvert this e.g. flash forward, opposing viewpoint.						
Use a range of layout devices e.g. headings, sub-headings, columns, bullets, tables etc.						
Construct a cohesive piece with logical links/ breaks.						
Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of word or phrase, use of ellipsis as cliffhanger at end of section.						
Apply paragraphs across a whole text to support the 'ease of engagement' for the reader.						
Sentence Structure						
Vary sentences for clarity, purpose and effect.						
Write informally or formally appropriate to genre/ text type.						
Vary the types of sentences within a piece across simple, compound and complex constructions.						
Tense						
Use the subjunctive form of the verb to emphasise formality, urgency or importance e.g. The teacher insists that her pupils be on time.						
Passive Voice						
Use passive voice to affect the presentation of information in a sentence e.g. The window in the greenhouse was broken.						
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						
Deploy poetic style to engage the reader.						
Use personification to give human attributes to inanimate objects/things.						
Use symbolism as a recurring idea to emphasise a themed motif e.g. ongoing referencing to water.						
Vocabulary						
Select appropriate and effective vocabulary.						
Use varied and precise vocabulary to create particular stylistic effects.						
Use some 'pink' ambitious vocabulary (See Pink Writing Progress Plan)						
Adverbs/adverbial phrases.						
Use more complicated adverbial phrases to link ideas e.g. on the other hand, in contrast, as a consequence.						
Use adverbs and adverbial phrases to qualify, intensify or emphasise e.g. 'The dog is so incredibly stupid', '... an exceptional result.'						
Punctuation						
Write with technical accuracy of punctuation.						
Use semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's snowing; I am delighted.						
Use of the colon to introduce a list and use of semi-colons within lists.						
Use bullet points to list information.						
Use hyphens to avoid ambiguity e.g. recover or re-cover.						
Spelling and Word Structure						
Apply spelling rules into writing.						
Use the appropriate words according to formality e.g. 'discover' or 'find out', 'ask for' or 'request' or 'go in' or 'enter'.						
Discover synonyms and antonyms for a word and choose the degree of meaning required for the sentence.						
Broadly this will not influence judgement but this is the year 6 benchmark						
Handwriting and presentation.						
Write speedily in a joined, legible style.						
Choose the right handwriting style according to purpose e.g. neat and joined for final version and unjoined for labelling a diagram or data.						

Terminology For Pupils

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Subject						
Object						
Active						
Passive						
Synonym						
Antonym						
Ellipsis						
Hyphen						
Colon						
Semi-colon						
Bullet points						

Effective Examples Of Writing Ideas



F ❤️						
A 🗨️						
N 🙄						
T 🖐️						
A 🐛						
S 👉						
T 🖋️						
I 🗨️						
C 💡						

Expected Standard Progression Key :

Please note two of the criteria need to be from the purpose and impact section.



Individual Marks	Overall Totals
<input type="checkbox"/> No / Little Evidence	0 - 3
<input type="checkbox"/> P Progressing Towards	4 - 9
<input type="checkbox"/> O On Track	10 -14
<input type="checkbox"/> W Way Ahead	15 -21
	22 + = Greater Depth : Apply skills and competencies through a broader range of genres through cross-curricular writing opportunities and demonstrating through stamina based independent writing. Pupils should show security and consolidation of particular skills in a wider range of writing task.