

Writing Standards Moderation Grid: Year 6



6 Working Towards the Expected Standard (WTS)

Objective		Evidence (date)				
W1	I can write for a range of purposes.					
W2	I can use paragraphs to organise ideas.					
W3	In narratives, I can describe characters and settings.					
W4	In non-narrative writing, I can use simple devices to structure the writing and support the reader (<i>e.g. headings, sub-headings, bullet points</i>).					
W5	I can use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.					
W6	I can spell correctly most words from the year 3/4 spelling list, and some words from the year 5/6 spelling list.					
W7	I can write legibly. <i>At this standard, there is no specific requirement for a pupil's handwriting to be joined.</i>					

6 Working at the Expected Standard (EXS)

Objective		Evidence (date)				
E1	I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (<i>e.g. the use of the first person in a diary; direct address in instructions and persuasive writing</i>).					
E2	In narratives, I can describe settings, characters and atmosphere.					
E3	I can integrate dialogue in narratives to convey character and advance the action.					
E4	I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (<i>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</i>).					
E5	I can use a range of devices to build cohesion (<i>e.g. conjunctions, adverbials of time and place, pronouns, synonyms</i>) within and across paragraphs.					
E6	I can use verb tenses consistently and correctly throughout my writing.					
E7	I can use the range of punctuation taught at key stage 2 mostly correctly (<i>e.g. inverted commas and other punctuation to indicate direct speech</i>).					
E8	I can spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.					
E9	I can maintain legibility in joined handwriting when writing at speed. <i>The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.</i>					

6 Working at Greater Depth Within the Expected Standard (GDS)

Objective		Evidence (date)				
G1	I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my writing (<i>e.g. literary language, characterisation, structure</i>).					
G2	I can distinguish between the language of speech and writing and choose the appropriate register.					
G3	I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.					
G4	I can use the range of punctuation taught at key stage 2 correctly (<i>e.g. semi-colons, dashes, colons, hyphens</i>) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.					