

Year 6 Writing assessment:

Autumn	Use a dictionary and thesaurus independently and accurately
	Use the suffixes: -ing, -est, -er, -ing, -ed, -y, -ant, -tion, -ful, -ment, -ly, -en, -ous, -ness,
	Homophones: principal principle bridal bridle proceed precede weary wary
	Consolidate Y5 use of expanded noun phrases to convey complicated information, adding details
	Use a Variety of sentence lengths and types (simple, compound, complex) sometimes using 2 or more subordinate clauses
	Think of and use synonyms and antonyms using alternate word choices to make writing interesting and avoid
	Mostly accurate use of subject and word agreement for simple and progressive verbs
	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns,
	In narratives, describe settings, characters and atmosphere
	Integrate Dialogue to advance the action and convey character
Spring	Spelling: Letter string ough
	Spelling sh spelt -ti or ci-
	Sh spelt -si or -ssi
	Adding a suffix can change a y to an i
	use modal verbs (might, should, would, must, will) or adverbs (perhaps, surely) to indicate degrees of possibility.
	Use colons and semi colons to punctuate detailed lists
	Use hyphens in own writing and understand that using or omitting a hyphen can convey a different meaning in a sentence
	Ensure appropriate use of vocabulary typical to informal and formal speech and writing (e.g. find out/discover, ask for/request, go in/enter).
Summer	Homophones: advice advise practise practice devise device licence license
	Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
	Use passive verbs to affect the presentation of information in a sentence (e.g. the cake was eaten by the child/ the child ate the cake.
	Use a range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
	Use subjunctive form when appropriate e.g, formal tone
	Can write effectively the genre taught selecting the appropriate vocabulary, grammatical structures and style
	Can write a condensed version of a text.
GDS	Exercise an assured and conscious control over levels of formality, particularly through manipulating
	Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity
	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,
	Distinguish between the language of speech and writing and choose the appropriate register