

Writing Moderation Year 6		Name:					
<b>Working Towards the Expected Standard</b>							
After discussion with the teacher:		A	B	C	D	E	F
The pupil can write for a range of different 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 writer and reader (e.g. headings, sub-headings, bullet points)							
using mostly correctly	capital letters						
	full stops						
	question marks						
	commas for lists						
	apostrophes for contraction						
spelling most words correctly (year 3 and 4)							
spelling some words correctly (year 5 and 6)							
Write legibly							
<b>Working At the Expected Standard</b>							
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)							
spelling most words correctly (year 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary							
maintaining legibility in joined handwriting when writing at speed							
<b>Working At Greater Depth Within the Expected Standard</b>							
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 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							

To be able to tick off an individual target, there needs to be at least 3 examples of evidence. ***Apart from Aut 1 when 2 examples of evidence will be acceptable.***

**For Working at Expected Standard:**

**1-2 targets ticked off = B 3-4 targets ticked off = B+ 5-6 targets ticked off = W 7-9 targets ticked off = W+**

**For Working at Greater Depth:**

**1-2 targets ticked off = S 3-4 targets ticked off = S+**