

Writing Assessment Outcomes

Skills	Stage 6
Transcription	<p>Spelling</p> <ul style="list-style-type: none"> • Convert verbs into nouns by adding a suffix, eg: –fer. • Distinguish between homophones and other words which are often confused, eg: father/further, guest/guessed. • Spell the commonly mis-spelt words from the Y5/6 word list. • Understand that the spelling of some words need to be learnt specifically. • Use any dictionary or thesaurus. • Use a range of spelling strategies. • Spell words with silent letters (e.g knight and solemnly). <p>Handwriting</p> <ul style="list-style-type: none"> • Choose the style of handwriting to use when given a choice. • Choose the handwriting that is best suited for a specific task, eg: quick notes and letters. • Write legibly, fluently and accurately in a flowing, joining style with increasing speed.
Composition	<ul style="list-style-type: none"> • Identify the audience for and purpose of the writing using similar writing models. • Choose the appropriate form and register for the audience and purpose of the writing. • Use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. • Use a range of cohesive devices within and across sentences and paragraphs, eg: adverbials and conjunctions, • Use adverbs, prepositional phrases and noun phrases effectively to add detail, qualification and precision. • Create atmosphere and integrate dialogue to convey character and advance the action. • Precise a text, conveying key information in writing. • Use the passive voice to present information with a different emphasis, eg: The dog was walked by the man. • Sustain and develop ideas logically in narrative and non-narrative writing. • Use appropriate vocabulary, grammar and punctuation to enhance effect and clarify meaning. • Use correct subject verb agreement when using singular and plural.
Grammar and Punctuation	<p>Sentence structure</p> <ul style="list-style-type: none"> • Vary sentence structure depending whether formal or informal including subjunctive forms. • Use modal verbs or adverbs to indicate degrees of possibility. <p>Text structure</p> <ul style="list-style-type: none"> • Use a variety of organisational and presentational devices correct to the text type, eg; headings, bullet points, underlining • Write in paragraphs which can clearly signal a change in subject, time, place or event. • Ensure the consistent and correct use of tense throughout a piece of writing. • Use relative clauses beginning with who, which, where, when, whose, that or with an omitted relative pronoun. <p>Punctuation</p> <ul style="list-style-type: none"> • Use commas to clarify meaning or avoid ambiguity in writing. • Use brackets, dashes and commas to indicate parenthesis, mostly correctly. • Use semi-colons, colons and dash to mark boundaries between independent clauses. • Use the colon to introduce a list and semi-colon within lists. • Use a hyphen to avoid ambiguity. • Use inverted commas accurately. • Punctuate bullet points consistently.
Additional Guidance	
Greater Depth Examples	<ul style="list-style-type: none"> • Choose the appropriate style and form for the purpose and audience of the writing. • Use techniques to engage the reader, for example, personal comments, opening hook, and flashback. • Write paragraphs with a clear focus. • Write paragraphs with different structures and lengths. • Link ideas within and between paragraphs with a range of cohesive devices, for example, connecting adverbs/adverbials, use of pronouns. • Use different sentence structures and length to suit the purpose and audience of the writing. • Use a range of sentence types for impact and specific effect on the reader. • Control complex sentences, manipulating the clauses to achieve specific effects. • Use punctuation to convey and clarify meaning, including colon and semi-colon. • Make precise and specific word choices according to the text type and audience. • Summarise longer texts precisely, identifying the key information. • Use the passive voice confidently, for example, to create suspense or in a science investigation or historical or geographical report. • Use the subjunctive in the most formal writing to express a wish or a suggestion for the future.