

TAF: Year 6 Writing

Towards Expected

The pupil can write for a range of purposes:
using paragraphs to organise ideas
in narratives, describing settings and characters
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)

using mostly correctly: capital letters

full stops

question marks

commas for lists

apostrophes for contraction

write legibly

Expected

The pupil can 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
use a range of devices to build cohesion 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)
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
maintain legibility in joined handwriting when writing at speed.

Greater Depth

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 writing³ 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.

Children must meet all of the objectives in the criteria in order to be awarded the standard. Children can have one area which is a 'specific weakness' and still achieve an overall standard providing the class teacher can provide evidence that they have met all other criteria within the band.