Priestley Primary School
Writing Assessment Steps
Steps 19 - 21

Yr6	Transcription / Word		Handwriting		Sentence		Punctuation		Composition
					End of Year Expectations				
	• I can use a range of strategies to support accurate spelling in my writing • I can tell the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*] • I can tell how words are related by meaning as synonyms and antonyms [for example, *big, large, little*].		• I can choose an appropriate handwriting style for a particular task. • I can choose the writing implement that is best suited for the task.		• I can use the passive to affect the presentation of information in a sentence [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. • I can recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of subjunctive forms such as *If I were* or *Were they to come* in some very formal writing and speech]		• I can use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, *It's raining; I'm fed up*] • I can use a colon to introduce a list and use of semi-colons within lists • I can use bullet points to list information • How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]		• I can use my own knowledge to plan, draft, write and edit my own composition can use a wide range of devices to build cohesion within and across paragraphs : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as *on the other hand, in contrast*, or *as a consequence*], and ellipsis • I can choose the appropriate tone for my writing (informal or formal) • I can perform my own compositions, considering my audience using appropriate intonation, volume and movement • I can propose changes to vocabulary, grammar and punctuation to enhance meaning and improve my work. • I can use Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
	21.3 Mastering I am enthusiastic and curious about the etymology of new words		**21.3 Mastering** I can adapt my writing for different purposes		**21.3 Mastering** My writing is complex and considered and uses a variety of sentence structures to create precise effects		**21.3 Mastering** I can use all punctuation effectively and accurately to create specific effects on the reader		**21.3 Mastering** I can evaluate and edit my writing, using my own and others' suggestions as well as texts I have read
21.2 21.1	• I can always use the first three or four letters of a word to check spelling meaning or both of these in a dictionary • I can choose to use a thesaurus to define words and collect a variety of words to support writing	21.2 21.1		21.2 21.1	• I can use the passive accurately in my work. • I can select appropriate formal or informal speech dependent on genre or audience and use the subjunctive forms.	21.2 21.1	• I can independently use semi-colons, colons and dashes accurately (boundaries and lists). • I can use an ellipses accurately in my work • I can use bullet points appropriately.	21.2 21.1	• I can use ideas from authors I have read, listened to, or seen performed in my own writing • I can précis longer passages • I can evaluate and edit by assessing the effectiveness of my own and others writing • I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
20.2	• I can spell all words on the year 5 and 6 word list • I can independently use a	20.2	• I can always write legibly and fluently and within increasing speed	20.2	• I can demonstrate how to use the passive to affect the presentation of a sentence.	20.2	• I can use semi-colons, colons and dashes (boundaries and lists).	20.2	• I can develop ideas for writing, drawing on reading and secondary resources

20.1	dictionary to check the spelling and meaning of words • I can tell the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*] • I can use words are related by meaning as synonyms and antonyms [for example, *big, large, little*].	**20.1**		**20.1**	• I can write appropriate sentences using formal and informal speech.	**20.1**	• I can use an ellipses as an omission of a word • I can use bullet points to list information	**20.1**	• I can organise and present my writing using devices that structure text and guide the reader, e.g. heading, bullet points and underlining • I can ensure the consistent and correct use of tense throughout a piece of writing • I can assure correct subject and verb agreement when using singular and plural. • I can use Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
19.2	• I can use further prefixes and suffixes • I can spell many words with silent letters • I can always distinguish between more complex homophones	**19.2**		**19.2**	• I understand how the passive affects the presentation of information. • I can identify the difference between formal and informal speech structures.	**19.2**	• I can identify a semi-colon, colons and dashes within a text and explain how they are used (boundaries and lists).	**19.2**	• I can select the appropriate form of writing after identifying the audience and purpose of the writing • I can draft and write by selecting appropriate grammar and vocabulary and understand how such choices can change and enhance meaning
19.1	• I can recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in* • I can tell how words are related by meaning as synonyms and antonyms	**19.1**		**19.1**		**19.1**	• I understand that an ellipsis is an omission of a word. • I can identify how n author uses bullet points within a text.	**19.1**	• In narratives describe setting, characters and atmosphere and integrate dialogue to convey character and advance the action • I can proof read for spelling and punctuation errors and to improve my work. • I can recognise how layout devices [for example, headings, subheadings, • columns, bullets, or tables, to structure text]

Terminology

• **Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity**