

| Year 6 WRITING | Y6 Low Emerging | Y6 High Emerging | Y6 Low Embedding | Y6 High Embedding | Y6 Low Expected | Y6 High Expected | Y6 Low Exceeding Y7 Low Emerging | Y6 High Exceeding Y7 High Emerging |
|------------------------------------|-----------------|--|------------------|-------------------|-----------------|---|----------------------------------|------------------------------------|
| STEP | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |
| Ticks required | 16 | 33 | 49 | 67 | 82 | 87 | 92 | 97 |
| ✓ Total 102 with 21 Key Objectives | | The three divisions within each statement are an indication of the depth of pupil understanding not the number of times observed | | | | All Key objectives have to be secure in order to be exceeding | | |

| Writing - Year 6 | | Beginning | Progressing | Secure |
|--|---|-----------|-------------|--------|
| Spelling | I know how to add more prefixes and suffixes accurately. | | | |
| | I can spell some words with silent letters | | | |
| | <i>I can spell 90 of the year five/six words</i> | | | |
| | I can distinguish between homophones and other words which are often confused | | | |
| | <i>I use the first three/four letter of a word to accurately check the spelling/meaning in a dictionary.</i> | | | |
| | <i>I can confidently use a thesaurus</i> | | | |
| Vocabulary, grammar & punctuation | <i>I use my knowledge of morphology and etymology in spelling</i> | | | |
| | I recognise a range of vocabulary and structures that are appropriate for formal speech and writing | | | |
| | I use passive verbs to affect the presentation of information in a sentence | | | |
| | I use the perfect form of verbs to mark relationships of time and cause | | | |
| | <i>I use expanded noun phrases to convey complicated information concisely</i> | | | |
| | <i>I use modal verbs or adverbs to indicate degrees of possibility</i> | | | |
| | I can use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun | | | |
| | <i>I use commas to clarify meaning</i> | | | |
| | <i>I use hyphens to avoid ambiguity and for compound adjectives.</i> | | | |
| | <i>I use brackets, dashes or commas to indicate parenthesis</i> | | | |
| | <i>I use semi colons, colons or dashes to mark boundaries between independent clauses</i> | | | |
| Handwriting | <i>I use a colon to introduce a list</i> | | | |
| | I punctuate bullet points consistently | | | |
| | <i>I write legibly, fluently and with increasing speed</i> | | | |
| Composition | <i>I know which letters to join and which ones to leave</i> | | | |
| | I choose the writing implement that is best suited for the task. | | | |
| | <i>I can identify the audience and purpose of the writing selecting the appropriate for and using similar writing as a model for my own.</i> | | | |
| | I make notes to develop my ideas, drawing on my reading and research. | | | |
| | <i>I select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.</i> | | | |
| | <i>In narratives I describe setting, characters and atmosphere with integrated dialogue to convey the character and advance the action</i> | | | |
| | <i>I write narratives, showing my understanding of how authors have developed characters and setting.</i> | | | |
| | <i>I use organisational and presentational techniques to structure text and to guide the reader (heading, subheading, bullet points, underlining).</i> | | | |
| | <i>I use a range of techniques to build cohesion within and across paragraphs.</i> | | | |
| | I can assess the effectiveness of my own and others work | | | |
| | <i>I propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i> | | | |
| | I ensure the consistent and correct use of tense throughout a piece of writing | | | |
| | <i>I use the correct subject and verb agreement when using singular and plural</i> | | | |
| <i>I proof read for spelling and punctuation errors</i> | | | | |