ST. GEORGE'S CVA Y6 WRITING ASSESSMENT GRID

Child:									
Genre									**Total**
Date of work									
Working towards the expected standard *(I can write for a range of purposes)*									
I can use paragraphs to organise ideas									
I can describe ideas and settings									
I can use simple devices to structure my writing and support the reader (e.g. headings and bullet points and sub-headings)									
I can use mostly correctly…	Capital letters and full stops								
	Question marks								
	Commas for lists								
	Apostrophes for contraction								
I can spell most words correctly (year 3 and 4)									
I can spell some words correctly (year 5 and 6)									
My handwriting is legible									
Working at the expected standard *(I can write effectively for a range of purposes and audiences, selecting appropriate words)*									
I can use the correct tense consistently throughout my work									
I can describe settings, characters and atmosphere in narratives									
I can use dialogue to convey character and advance action									
I can select vocabulary and grammatical structures that match the level of formality mostly accurately (e.g. contracted forms in dialogue, passive verbs, modal verbs etc)									
I can use a range of devices for cohesion…	Conjunctions								
	Adverbials of time and place								
	Pronouns								
	Synonyms								
I can use verb tenses consistently and correctly through my writing									
I can use the range of punctuation taught at KS2 mostly accurately (e.g. inverted commas and other punctuation used to indicate speech									
I can spell most year 5 and 6 words correctly									
I can use a dictionary to check spellings of tricky or adventurous words									
I can use legible and joined handwriting									
Working at Greater Depth *(I can write effectively for a range of purposes and audiences, selecting appropriate form and drawing independently from what I have read as models for writing).*									
I can distinguish between the language of speech and writing and choose an appropriate register									
I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this									
I can use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens etc) and, when necessary, use such punctuation precisely to enhance meaning									