Writing Assessment – Black

Handwriting	Construction and Organisation of sentences and texts	Writing for effect	Punctuation	Spelling
Writes neatly, fluently and with speed using a joined style. Termly Assessment Statements must be embedded before highlighting. To assess the stage at which the child is performing, count up highlighted statements and indicate in the correct box.	Managing shifts between levels of formality through selecting vocabulary precisely. Use of the passive to affect the presentation of information in a sentence. i.e. I broke the window in the greenhouse as opposed to The window in the greenhouse was broken by me. Accurately uses a wide range of sophisticated conjunctions. e.g. consequently, nevertheless, contrary to. Uses a range of clause structures (single-clause & multi-clause - both subordinate and relative) in their writing, sometimes manipulating the order for effect. e.g. Apoplectic with rage, Michael, who had argued with his brother, stormed out of his house, slamming the front door behind him furiously. Tenses are always correct and writing is always grammatically accurate. Uses a range of cohesive devices, including adverbials, within and across sentences and paragraphs. Paragraphs are detailed and linked using different techniques such as referring back to content of previous paragraph e.g. As previously stated…'; themes which run across paragraphs. Creates clear and imaginative plots in narrative, sometimes experimenting with different structures. Non-fiction has a clear introduction and conclusion which contains some detail, and the content is detailed and ordered logically. Presentation and organisational devices are used e.g. headings, bullets, underlining etc Identifies the audience and purpose of their writing, selecting the appropriate form and features independently.	Words are ambitious and chosen for deliberate effect including formality Begins sentences in a variety of ways including conjunctions, fronted adverbial phrases, verbs and adjectives. Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision. Chooses stylistic devices for effect e.g. empty words to create suspense, rule of 3 to emphasize. Uses a range of imagery including similes, metaphors and personification. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance action e.g. colloquialism in dialogue, pathetic fallacy etc. Assesses the effectiveness of their own and others writing and edits own work to improve the vocabulary, spelling, grammar and punctuation. Uses standard and non-standard English correctly, e.g. subject-verb agreement.	Use full range at punctuation, **(?!,…"" ' ( )) incl apostrophes for possession.** Uses commas mostly accurately to separate phrases and clauses. Use semi colons to: *Separate items in a list. *Separate main clauses. Use colons at the beginning of a list and to expand, explain or illustrate a clause e.g. He got what he wanted: a promotion. Uses brackets, dashes or commas to indicate parenthesis and hyphens to emphasise part of my sentence/avoid ambiguity. Knows ellipsis have a range of uses: *Passing of time *Interruption of speech *Thought *Suspense Punctuate bullet points consistently	Chooses the correct suffix for words ending in 'cious' and 'tious'. Spells tricky homophones and other words that are easily confused e.g. advice/advise; practice/practise; affect/effect. Chooses the correct suffix for words ending in 'ent' and 'ant' and knows for words ending in fer e.g. observant can become observance and observation. Preferred, preferring, preference Spell words containing the 'ough' grapheme and known the different phonemes. Spells most (at least 90%) of the Year 5/6 National Curriculum word list. Use dictionaries Use of thesaurus

| Emerging: 6E
6E: 5-7 objectives
6E+: 8-15 objectives | ☐ | Developing: 6D
6D: 16-20 objectives
6D+: 21-23 objectives | ☐ | Secure: 6S
24-30 statements achieved including all KPI's | ☐ | Mastery: 6S+
31-32 objectives | ☐ |