

Writing Assessment – Black (Y6 – 9 EXS statements + 4 GDS statements)

Expected for the Autumn Term (EXS)	Expected for the Spring Term (EXS) (Greater Depth in the Autumn Term)	Expected for the Summer Term (EXS) (Greater Depth in the Spring Term)	Greater Depth in the Summer Term (GDS)
Pieces of writing are beginning to show the most of EXS statements	Pieces of writing are showing all of the EXS statements with 1 or 2 areas still in development	100% (9 or more) of black objectives secure	All objectives (black and green) mastered, embedded and applied consistently with appropriate authorial style for their age.
<p>Children working within the correct year group objectives, but not in the above categories, are ‘working towards standard’ (WTS)</p> <p>Children working within a different year group objectives are ‘below’ (BLW)</p> <p>Children working within a different key stage objectives are ‘pre-key stage’ (PKS) except where they are in Y3 working at Y2 which will be termed as BLW.</p>			
Handwriting	Composition	Grammar and Punctuation	Spelling
<p>Maintain legibility in joined handwriting when writing at speed.</p>	<p>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).</p> <p>In narratives, describe settings, characters and atmosphere.</p> <p>Integrate dialogue in narratives to convey character and advance the action.</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>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)</p> <p>Distinguish between the language of speech and writing and choose the appropriate register (Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.)</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. E.g. Frankie diary entry establishes an appropriate informal tone and is maintained throughout e.g. I s'pose... (Note as long as evidence shows a range of formalities, shifts don't have to be within one piece)</p>	<p>Use verb tenses consistently and correctly throughout their writing.</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly – English Appendix 2 (e.g. inverted commas and other punctuation to indicate direct speech). Pupils are expected to use the range but does not mean every single punctuation mark must be evident in a piece</p> <p>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. (Appendix 2)</p>	<p>Spell correctly most words from the year 5 / year 6 spelling list (Appendix 1) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p>