



Writing Stage 6



Write a range of fiction and non-fiction
For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.
There is an expectation that Standard English will be used consistently.

	Working Towards Expected	Working at Expected	Working at Greater Depth
	Text Structure & Composition	Text Structure & Composition	Text Structure & Composition
Planning	Writing shows evidence of planning through its structure and organization, and its content	Writing shows evidence of planning through its structure, organisation and cohesion, and its content	Writing shows evidence of planning through its structure, organisation and cohesion, and its content and effect
Audience and Purpose	Write for a range of purposes – showing an awareness of the audience for, and the purpose of, the writing	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)	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)
Genre specific Features	Select and use specific features of the text type studied	Select and use specific features for the text type studied, considering the effect and impact	Make conscious choices about features and techniques to engage the reader including appropriate tone and style (e.g. rhetorical question, direct address to the reader) for the text types studied
Narrative	In narratives, describe settings and characters and develop a plot	In narratives, describe settings, characters and atmosphere	
	Integrate dialogue in narratives	Integrate dialogue in narratives to convey character and advance the action	
Organisation & Paragraphing	In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	Use organisational and presentational devices (e.g. heading, sub-headings, bullet points, diagrams, text boxes) to structure the text and guide the reader	Consciously use organisational, presentational and cohesive devices for precision and effect considering audience, purpose and genre
	Use paragraphs to organise ideas	Use a range of devices to build cohesion within (e.g. pronouns, synonyms) and across (e.g. conjunctions, adverbials of time and place) paragraphs	
Figurative language	Experiment with a wider range of figurative language (e.g. similes, metaphors, alliteration & personification)	Use figurative language effectively to add detail	Use considered figurative language to effectively add detail and engage the reader
Detail to engage / to enhance meaning (word classes, language & formality)	Use expanded noun phrases effectively to add detail	Use expanded noun phrases effectively to add detail and to engage the reader	Use expanded noun phrases, powerful verbs, adverbs, adverbial phrases, preposition phrases and repetition for emphasis (x3) effectively, to add detail, qualification and precision
	Use verbs effectively to add detail	Use powerful verbs for precision, meaning and effect	
	Use adverbs, adverbial phrases and preposition phrases effectively to add detail	Use adverbs, adverbial phrases and preposition phrases to add detail and to engage the reader	
	Use subject / technical vocabulary with increasing accuracy and awareness of task and / or audience	Select vocabulary and grammatical structures that reflect what the writing requires (formality), 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)	Distinguish between the language of speech (e.g. contracted verb forms, other grammatical informality, colloquial expressions, and long coordinated sentences) and writing, and choose the appropriate register.
	Show awareness of informal/formal vocabulary appropriate to the text type being written		Manipulate grammar and vocabulary to consciously control levels of formality within pieces of writing

		Grammar, Sentence Structure & Punctuation	Grammar, Sentence Structure & Punctuation	Grammar, Sentence Structure & Punctuation
Verb tenses		Use simple and progressive verb tenses (past, present, future) correctly and consistently and begin using past/present perfect forms with increasing accuracy	Use verb tenses consistently and correctly throughout their writing (including passive/active verb forms, subjunctive form, past/present progressive, past/present perfect)	Use of verb tenses (passive/active verb forms, subjunctive form, past/present progressive, past/present perfect) is consistent, correct and controlled and beginning to experiment with the perfect progressive if appropriate
Punctuation		Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction and possession (singular) mostly correctly	Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas, apostrophes for contraction and possession, colons, semi colons, dashes, brackets and hyphens)	Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and use such punctuation precisely to enhance meaning and avoid ambiguity (e.g. mark boundaries).
		Use commas to demarcate clauses and begin to aid meaning	Use punctuation (commas, semi-colons, dashes, brackets) to demarcate clauses and aid meaning	
		Begin to use semi-colons and colons		
Sentences		Use a range of conjunctions (coordinating, subordinating & conjunctive adverbs)	Use a wide range of conjunctions for variety and interest (coordinating, subordinating & conjunctive adverbs)	Use a wide range of conjunctions for precision and effect (coordinating, subordinating, correlative & conjunctive adverbs) Manipulate sentences to create particular effects E.g. one word sentences, repeated use of 'and' to convey tedium
		Vary the structure of complex sentences for variety E.g. move the sub-clause to the beginning, begin sentences with different openers (-ed, -ly, -ing, simile starter)	Use a variety of complex sentences including relative clauses (who, which, where, whose, when, that)	
		Use relative clauses (who, which, where, whose, when, that)	Vary the structure of complex sentences for variety, interest and flow E.g. move the sub-clause to the beginning, begin sentences with different openers (-ed, -ly, -ing, simile starter), include relative clauses	
		Spelling	Spelling	Spelling
Spelling		When used, most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list, are spelt correctly (see list NC - Appendix 1)	When used, most words from the year 5 / year 6 spelling list, are spelt correctly (see list - NC Appendix 1)	
		Editing & Revising	Editing & Revising	Editing & Revising
Purple Pen	Editing	Find most of their own punctuation, grammar, spelling and capitalisation errors	Add, change or fix any problems in grammar, punctuation and sentence structure and improve language/vocabulary in order to produce an end product of their best efforts	Add or change, fix any problems in spelling, grammar, punctuation and sentence structure and improve language/vocabulary in order to produce an end product of their best efforts
		Improve language / vocabulary / sentence structure for sense, effect or to avoid unwanted repetition		
		Use a dictionary to check the spelling of words they mis-spell		
	Revising	Revise writing after re-editing to add reasons, provide examples or delete for clarification.	Add, cut, move or change information in order to make ideas clearer, more accurate, more interesting or more convincing for their audience	Amend texts with the reader in mind and reflect critically on their own writing
		Handwriting	Handwriting	Handwriting
Handwriting		Write legibly (No specific requirement for handwriting to be joined)	Maintain legibility in joined handwriting when writing at speed, using the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined (b, f, g, j, p, s, x, y, z)	

Dependence



Independence

Independent
Writer

Mature
Independent
Writer