



# Leamington Primary Writing Moderation Sheets

## Year 6



<b>Working towards the expected standard:</b>	
<b>The pupil can:</b>	
Write for a range of purposes	
Use paragraphs to organise ideas	
In narratives, describe settings and characters	
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	
Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly	
Spell correctly most words from the year 3/ year 4 spelling list, and some words from the year 5/ year 6 spelling list*	
Write legibly <sup>2</sup>	
<b>Working at the expected standard:</b>	
<b>The pupil can:</b>	
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)	
In narratives, describe settings, characters and atmosphere	
Integrate dialogue in narratives to convey character and advance the action	
Select vocabulary and grammatical structures that reflect what the writing requires, using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within an d across paragraphs	
Use verb tenses consistently and correctly throughout their writing	
Use the range of punctuation taught at key stage 2 mostly correctly^(e.g. inverted commas and other punctuation to indicate direct speech)	
Spell correctly most words from the year 5 / year 6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
Maintain legibility in joined handwriting when writing at speed <sup>2</sup>	
<b>Working at Greater Depth:</b>	
<b>The pupil can:</b>	
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)	
Distinguish between the language of speech and writing <sup>3</sup> and choose the appropriate register	
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this	

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 <sup>^</sup>	
(There are no additional statements for spelling or handwriting)	

\*these are detailed in the word lists within the spelling appendix to the national curriculum

1, Teachers should refer to these to exemplify the words that pupils should be able to spell

<sup>^</sup>this relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2) Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

<sup>2</sup>national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'

<sup>3</sup>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