

## Year 6 Teacher Assessment Framework

<u>Working Towards the expected standard</u>	<u>Working at Expected Standard</u>	<u>Working at Greater Depth within the expected standard</u>
<b><u>Transcription</u></b> <b><u>Spelling</u></b> I can spell most words correctly (Year 3/4)  I can spell some words correctly (Year 5/6)	<b><u>Transcription</u></b> <b><u>Spelling</u></b> I can convert verbs into nouns by adding a suffix. I can distinguish between homophones and other words which are often confused. I can spell the commonly mis-spelt words from the Y5/6 word list. I can use any dictionary or thesaurus. I use a range of spelling strategies.	
<b><u>Handwriting</u></b> I can produce legible handwriting (no need to be joined)	<b><u>Handwriting</u></b> I can write legibly, fluently and with increasing speed using cursive script. I can choose the style of handwriting to use when given a choice.	
<b><u>Composition</u></b> In narratives, I can describe settings and characters  In non-narrative writing, I can use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).	<b><u>Composition</u></b> I can identify the audience for and purpose of the writing. I can choose the appropriate form and register for the audience and purpose of the writing. I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. I use a range of sentence starters to create specific effects. I can use developed noun phrases to add detail to sentences. I use the passive voice to present information with a different emphasis. I use commas to mark phrases and clauses. I can sustain and develop ideas logically in narrative and non-narrative writing. I can use character, dialogue and action to advance events in narrative writing. I can use stylistic features to create effect e.g. rhetorical questions, figurative language, metaphors, similes, elaboration. I can summarise a text, conveying key information in writing.	<b><u>Composition</u></b> I can 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).  I can distinguish between the language of speech and writing* and choose the appropriate register.
<b><u>Grammar and punctuation</u></b> <b><u>Sentence structure</u></b> I can write for a range of purposes	<b><u>Grammar and punctuation</u></b> <b><u>Sentence structure</u></b> I can use the passive voice. I vary sentence structure depending whether formal or informal. I can structure my work using headings, sub-headings, bullet points, columns and tables.	<b><u>Grammar and punctuation</u></b> <b><u>Sentence structure</u></b> I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
<b><u>Text structure</u></b> I can use paragraphs to organise ideas	<b><u>Text structure</u></b> I can use a variety of organisational and presentational devices correct to the text type. I write in paragraphs which can clearly signal a change in subject, time, place or event. I can use different techniques to make my work link and flow within and between paragraphs (cohesive devices, repetition, grammatical connections).	
<b><u>Punctuation</u></b> I can use the following punctuation mostly correctly	<b><u>Punctuation</u></b> I can use the semi-colon, colon and dash. I can use the colon to introduce a list and semi-colon within lists. I can use a hyphen to avoid ambiguity	<b><u>Punctuation</u></b> I can use the range of punctuation taught I can use such punctuation precisely to enhance meaning and avoid ambiguity.