

End of Year 6 Writing Objectives

Writing - Composition			
Essential Objective	Key Indicators	Working at the expected standard	Working at greater depth within the expected standard
To write with purpose	Identify the audience for writing.	When reminders are provided, writing shows an awareness of the audience.	Writing shows a strong awareness of the audience.
	Choose the appropriate form of writing using the main features identified in reading.	When reminders are provided, the appropriate form of writing for its intended purpose is chosen and the main features of a type of writing are used.	The appropriate form of writing is chosen for its purpose. The main features of the type of writing chosen are fluently and consistently applied.
To use imaginative description	Use the techniques that authors use to create characters, settings and plots.	When reminders are provided, a good range of techniques is used to create characters, settings and plots.	Writing shows an impressive understanding of how to create characterisation, settings and plots.
	Create vivid images by using alliteration, similes, metaphors and personification.	When reminders are provided, writing shows a lively imagination, including successful and appropriate use of alliteration, similes, metaphors & personification.	Vivid and believable images capture and sustain the reader's attention.
	Interweave descriptions of characters, settings and atmosphere with dialogue.	There is some evidence of an attempt to interweave plot with descriptions of characters and settings.	Dialogue and descriptions of characters, settings and atmosphere are successfully interweaved.
To organise writing appropriately	Guide the reader by using a range of organisational devices, including a range of conjunctions.	When reminders (such as success criteria) are provided, key organisational devices are used appropriately. Conjunctions are usually well chosen but may appear formulaic.	A range of effective organisational features is used. Conjunctions are well chosen for the intended purpose.
	Choose effective grammar and punctuation.	Effective grammar and punctuation are often used.	Effective grammar and punctuation are used accurately and efficiently.
	Ensure the correct use of tenses throughout a piece of writing.	Tenses are used correctly throughout a piece of writing.	Tenses are used correctly and altered accurately within a piece of writing. (The perfect forms of verbs are used effectively.)
To use sentences appropriately	Write sentences that include: relative clauses, modal verbs, relative pronouns, parenthesis, mixture of active and passive voice, a clear subject and object, hyphens, brackets, colons, semi colons and bullet points.	Most of the features listed are evident. Reminders may be required.	Almost all of the features listed are evident. Features are independently applied without prompts or reminders.
To use paragraphs	Write paragraphs that give the reader a sense of clarity.	Paragraphs generally make sense if read alone.	Each paragraph introduces a theme and expands upon it in appropriate detail.
	Write paragraphs that make sense if read alone.	When reminders are provided, pieces of writing, even longer pieces, are generally cohesive.	When read alone, paragraphs make sense and when read together they provide clarity.
	Write cohesively at length.	When reminders are provided, pieces of writing, even longer pieces, are generally cohesive.	Longer pieces of writing are cohesive.

Transcription

Essential Objective	Key Indicators	Working at the expected standard	Working at greater depth within the expected standard
To present neatly	Write fluently and legibly with a personal style.	Writing is generally fluent with some evidence of a consistent personal style emerging.	Writing is fluent and legible with a clear and consistent personal style.
To spell correctly	Use prefixes appropriately.	When reminders are provided, prefixes are used appropriately.	Prefixes are used appropriately.
	Spell correctly some words with silent letters.	Some words with silent letters are used and spelled correctly.	Words with silent letters are spelled correctly.
	Spell the vast majority of words correctly.	Most words, including commonly misspelled words, technical or subject specific words are spelled correctly.	The vast majority of words, including technical or scientific words, are spelled correctly.
To punctuate accurately	Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing, and by using hyphens to avoid ambiguity.	Most of the features listed are evident.	All of the features listed are evident.
	By using brackets, slashes or commas to indicate parenthesis, using semi-colons, colons or dashes to mark boundaries between independent clauses, using a colon to introduce a list, & punctuating bullet points consistently.	Reminders may be required.	Features are independently applied without prompts or reminders.

Analysis and Presentation

Essential Objective	Key Indicators	Working at the expected standard	Working at greater depth within the expected standard
To analyse writing	Use and understand grammatical terminology when discussing writing and reading Year 5: dash, modal verb, relative clause, relative pronoun, parenthesis, bracket, determiner, cohesion, ambiguity. Year 6, active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.	All of the features in the Year 5 list are evident. Some of the features from the Year 6 list may be evident although there may be inconsistencies in their use.	All of the features in the Year 6 lists are evident.
To present writing	Perform compositions, using appropriate intonation and volume.	Performances show confidence, appropriate intonation and good pace and volume.	Performances are confident and clear and show excellent awareness of the audience. Pace, volume and intonation are altered well for effect and the reaction of the audience is very positive.