

## Year 6 Teaching Moderation Framework for Writing

Working Towards the expected standard	1	2	3	4	5	6
I can use paragraphs to organise my ideas.						
I use write for a range of purposes.						
I can describe settings and characters in narratives in detail.						
I can use simple devices to structure the writing and support the reader in non-narrative writing (e.g. headings, sub-headings, bullet points).						
I use the correct tense throughout a piece of writing.						
I correctly use: capital letters, question marks, exclamation marks, commas in a list and apostrophes for contraction and possession correctly.						
I can use inverted commas to punctuate speech accurately.						
Use co-ordination and subordination to form effective complex sentences.						
I have an awareness of the difference between an independent and subordinate clause.						
I can spell nearly all words correctly (Years 3 & 4 curriculum word list).						
I can spell some correctly (Year 5 & 6 curriculum word list). My writing is legible and joined up.						
My handwriting is legible to a reader.						
<b>Working at expected standard – to achieve this, you will need to demonstrate the above skills first.</b>						
I can 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)						
I can create atmosphere using imaginative description of setting and convincing characterisation.						
I can integrate dialogue in narratives to convey character and advance the action.						
I can 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).						
I can use a range of devices to build cohesion (e.g. subordinating and coordinating conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.						
I can use verb tenses consistently and correctly throughout writing.						
I can use relative clauses.						
I use 'was' and 'were', 'a' and 'an' and auxiliary verbs such as 'have' correctly.						
I can add detail, explanation and precision in my writing through the use of: adverbs, prepositional phrases and expanded noun phrases.						

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I can use inverted commas to punctuate speech accurately.						
I can use dashes mostly correctly.						
I can use semi-colons mostly correctly.						
I can use colons mostly correctly						
I can use hyphens mostly correctly.						
I can spell most words correctly (years 5 and 6 curriculum word list).						
I can use a dictionary to check the spelling of uncommon or more ambitious vocabulary.						
I can maintain neatness, legibility, fluency and speed in joined handwriting when writing at speed.						
<b>Working at greater depth – to achieve this, you will need to demonstrate the above skills first.</b>						
I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as a model for my own writing (e.g. literary language, characterisation, structure).						
I can distinguish between the language of speech and writing and choose the appropriate register.						
I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.						
I can correctly use the full range of punctuation taught at KS2 (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.						
I apply my developed writing skills in cross-curricular ways.						
I can spell nearly all words correctly (Years 5 & 6 curriculum word list).						