

Writing		Name:			
Learning Objectives 1. To plan and organise sentences building into a paragraph. 2. To explain the use of settings. 3. To explore the use of characters using a range of descriptors. 4. To select appropriate grammar including verbs and conjunctives. 5. To use accurate and legible hand writing.		Teacher Evidence of completion			
Working Towards the Expected Level		Evidence			Signed
Success Criteria					
Autumn Term					
The pupil can write for a range of purposes and audiences					
using paragraphs to organise ideas					
describing settings and characters					
using some cohesive devices* within and across sentences and paragraphs					
using different verb forms mostly accurately					
using co-ordinating and subordinating conjunctions					
using mostly correctly	capital letters				
	full stops				
	question marks				
	exclamation marks				
	commas for lists				
	apostrophes for contraction				

spelling most words correctly* (year 3 and 4)				
spelling some words correctly* (year 5 and 6)				
producing legible joined handwriting.				

Writing	Name:			
Learning Objectives	Teacher evidence of completion			
<ol style="list-style-type: none"> 1. To select vocabulary and grammatical structures which creates atmosphere and action. 2. To combine cohesive devices including temporal connectives and pronouns to vary sentence structures. 3. To illustrate the use of clause structures including noun and verb phrases. 4. To demonstrate accurate spelling of complex words including examples of homophones 5. To demonstrate legibility and fluency in the handwriting while completing tasks at pace. 				
Working At the Expected Level	Evidence			Signed
Success Criteria				
Spring Term				
The pupil can write for a range of purposes and audiences (including writing a short story)				
creating atmosphere, and integrating dialogue to convey character and advance the action				
selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly				
using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs				
using passive and modal verbs mostly appropriately				

using a wide range of clause structures, sometimes varying their position within the sentence				
• using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision				
using mostly correctly	inverted commas			
	commas for clarity			
	punctuation for parenthesis			
making some correct use of	semi-colons			
	dashes			
	colons			
	hyphens			
spelling most words correctly* (year 5 and 6)				
maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.				

Writing	Name:			
Learning Objectives 1. To identify the difference between formal and informal vocabulary. 2. To select grammatical structures which support a change in formality. 3. To combine a range of verb forms to alter meaning and effect. 4. To explain the difference between writing intention and purpose. 5. To incorporate accurately a full range of SPAG techniques	Teacher evidence of completion			
Working At Greater Depth	Evidence			
Success Criteria				
Summer Term				
The pupil can write for a range of purposes and audiences				

managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures				
selecting verb forms for meaning and effect				
using the full range of punctuation taught at key stage 2 mostly correctly, including				
	semi-colons to mark the boundary between independent clauses			
	colons to mark the boundary between independent clauses			

Year 6 SATs Writing Assessment