



## Widmer End CC School Progression of Skills in Writing

<b>Year 6 writing grid</b>
<b>Composition</b>
Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
In narratives, uses imaginative description of settings, convincing characterisation and a range of stylistic devices to develop atmosphere.
Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
Ensures the consistent and correct use of tense throughout a piece of writing.
Proof-reads effectively for spelling and punctuation errors.
Makes notes and develops initial ideas, drawing on reading and research where necessary
When developing characters and settings for a narrative, the pupil considers, and makes use of, what has been learned from their experience of reading, listening to and watching the work of real authors.
Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Uses an ambitious vocabulary, generally appropriate to purpose and audience.
Integrates dialogue to convey character and advance the action.
Can shape and précis longer passages to adapt material appropriately for selected form.
Uses a wide range of devices to build cohesion within and across paragraphs.
Within paragraphs, cohesive devices contribute to emphasis and effect, (e.g. adverbials as sentence starters).
Assesses the effectiveness of their own and others' writing.
Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register
<b>Vocab spelling and punctuation</b>
Uses the colon to introduce a list and uses semi-colons within lists.
Punctuates bullet points when listing information.
Use of layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text).
Uses the passive voice to affect the presentation of information in a sentence (e.g. 'I had broken the window in the greenhouse' versus 'The window in the greenhouse had been broken').
Recognise and use the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out/discover; ask for/ request; go in/enter).
Uses the colon to introduce a list and uses semi-colons within lists
Shows knowledge of how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark', or 'recover' versus 're-cover').
Uses linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as : 'on the other hand', 'in contrast', or 'as a consequence') and ellipsis.
Use a wide range of clause structures, varying their position within the sentence.
Shows knowledge of how words are related by meaning as synonyms and antonyms (e.g. big, large, little).
<b>Transcription/spelling</b>
Uses dictionaries to check the spelling and meaning of words.
Uses further prefixes and suffixes and understands the guidelines for adding them.
Spells some words with 'silent' letters, e.g. knight, psalm, solemn.
Continues to distinguish between homophones and other words which are often confused.
Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1
Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
Uses a thesaurus.
<b>Transcription/ handwriting</b>
Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.
Decides, as part of their personal style, whether or not to join specific letters.
Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten

version).
Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).
<b>Terminology</b>
Subject, objective, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet point

These are examples of what you will expect to find when assessing children's writing in Year 6.  
Please use these to inform planning and support your understanding of the frameworks but use the End of Key Stage 2 Writing TAFs for assessing children's writing.

Link here:

<https://docs.google.com/document/d/1p2xXL9PIJjGO8mcWQckriX29lewyTUJx/edit>

