Standards in Writing : YEAR SIX

Taken from Chris Quigley's Depth of Learning and adapted to meet the needs of Ashdene Primary School.

Standard	Cognitive Challenge	Nature of Progress	Typically Pupils Will…	Predominant Teaching Style
Working Towards Expected Standard (WT)	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
Working at Expected Standard (WA)	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
Exceeding/Working in Greater Depth	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Deepening Understanding	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Mentoring

Assessment criteria for Writing: YEAR SIX

Note: Independently or 'without support' means – Choosing to by oneself not when asked.

Learning Objective	Key Milestone Indicator(s)	Working Towards The Expected Standard Some evidence of some of the WA indicators seen	Working At The Expected Standard (WA) Most of the following features will be seen.	Exceeding The Expected Standard/Greater Depth (Exc) All of the following features will be seen.
Composition				
To write with purpose	Identify the audience for writing.	When guidance is provided, the audience for writing is identified.	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. [2], [10]	When structures are provided, writing is organised in line with its purpose. When support is provided, the main features of a type of writing are included.	The appropriate form of writing for its intended purpose is chosen. The main features of a type of writing are used, including the degree of formality. [2]	The appropriate form of writing is chosen for its purpose. The main features of the type of writing chosen are fluently and consistently applied. Shifts between levels of formality are managed well. [10]
To use imaginative description	Use the techniques that authors use to create characters, settings and plots. [W2], [1]	Characters, settings and plots are successfully developed. [W2]	A good range of techniques, including adverbs, preposition phrases and expanded noun-phrases, is used to create characters, settings and plots.[1], [6]	Writing shows an impressive understanding of how to create characterisation, settings and plots.
	Create vivid images by using alliteration, similes, metaphors and personification.	When guidance is provided, alliteration, similes, metaphors and personification are used appropriately.	Writing demonstrates a lively imagination, including the successful and appropriate use of alliteration, similes, metaphors and personification.	Vivid and believable images capture and sustain the reader's attention.
	Interweave descriptions of characters, settings and atmosphere with dialogue. [1]	Dialogue and descriptions of characters, settings and atmosphere tend to be in separate blocks.	There is some evidence of an attempt to interweave plot with descriptions of characters and settings. [1]	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 connectives. [W3]	When guidance or frameworks are provided, organisational features are used appropriately. [W3]	Key organisational devices are used appropriately. Connectives are usually well chosen but may appear formulaic.	A range of effective organisational features are used. Connectives are well chosen for the intended purpose.
	Choose effective grammar and punctuation.	A growing awareness of effective grammar and punctuation is emerging.	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. [11]	Tenses are generally used correctly throughout a piece of writing, although there are some exceptions.	Tenses are used correctly throughout a piece of writing.	Verb forms are used correctly and altered accurately within a piece of writing. (The perfect forms of verbs are used effectively.) [11]

Learning Objective	Key Milestone Indicator(s)	Working Towards The Expected Standard Some evidence of some of the WA indicators seen	Working At The Expected Standard (WA) Most of the following features will be seen.	Exceeding The Expected Standard/Greater Depth (Exc) All of the following features will be seen.
To use paragraphs	Write paragraphs that give the reader a sense of clarity. [W1]	Paragraphs may, at times, refer previously introduced ideas, which may not mean absolute clarity for the reader. [W1]	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.	Paragraphs are beginning to make sense if read alone.	Paragraphs typically make sense if read alone.	When read alone, paragraphs make sense and when read together they provide clarity.
	Write cohesively at length. [W1], [3]	Shorter pieces of writing are clear and cohesive but longer pieces may lack cohesion. [W1]	Pieces of writing, even longer pieces, are generally cohesive.[3]	Longer pieces of writing are cohesive.
To use sentences appropriately	Write sentences that include: Relative clauses, modal verbs, relative pronouns, brackets, parenthesis mixture of active and passive voice, a clear subject and object, hyphens, colons and semi colons, bullet points. [W4], [W5], [4], [5]	Some of the features listed are evident. Support may be required. [W4], [W5]	Most of the features listed are evident. [4], [5]	Almost all of the features listed are evident. Features are independently applied without prompts or reminders.
Transcription				
To present neatly	Write fluently and legibly with a personal style. [W8], [9]	Writing is usually presented in a legible style. Some inconsistencies in style may appear, especially in longer pieces of writing. [W8]	Writing is generally fluent with some evidence of a consistent personal style emerging. [9]	Writing is fluent and legible with a clear and consistent personal style.
To spell correctly	Use prefixes appropriately.	When help is provided, prefixes are used appropriately.	Prefixes are used appropriately.	Prefixes are used appropriately.
	Spell correctly some words with silent letters.	Words with silent letters are used, although there may be some spelling errors.	Some words with silent letters are used and spelled correctly.	Words with silent letters are spelled correctly.
	Spell the vast majority of words correctly. [W7], [8]	Spelling shows a good understanding of the rules and exceptions to the rules. All of the Years 3/4 words and some of the Years 5/6 words are spelled correctly. [W7]	Most words, including commonly misspelled words, technical or subject specific words are spelled correctly. [8]	The vast majority of words, including technical or scientific words, are spelled correctly.

Learning Objective	Key Milestone Indicator(s)	Working Towards The Expected Standard Some evidence of some of the WA indicators seen	Working At The Expected Standard (WA) Most of the following features will be seen.	Exceeding The Expected Standard/Greater Depth (Exc) All of the following features will be seen.
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.	Some of the features listed are evident.	Most of the features listed are evident.	All of the features listed are evident.
	Use brackets, sashes or commas to indicate parenthesis, using semi-colons, colons or dashes to mark boundaries between independent clauses, using a colon to introduce a list, and punctuating bullet points consistently. [7], [12]	Support may be required.	Features are mostly correct. [7]	Features for the full range of punctuation are independently applied without prompts or reminders and are mostly correct. [12]

Analysis and Presentation

To analyse writing	Use and understand grammatical terminology when discussing writing and reading. Year 5: relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. Year 6, active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.	Most of the features in the Year 5 list are evident.	All of the features in the Year 5 list are evident.	All of the features in the Year 5 list are evident. Year 6 lists are evident.
To present writing	Perform compositions, using appropriate intonation and volume.	Performances show growing awareness of and experimentation with intonation, volume and pace.	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.