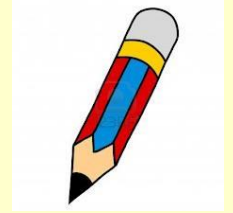
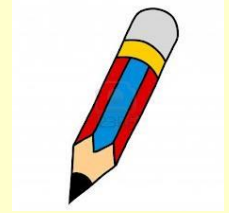


# Writing



- \*No longer an externally assessed writing test for the children to sit.
- \*All writing is assessed through teacher assessment-evidence from throughout the year.
- \*Evidence gained from **all** books.
- \*Moderators will come into school to scrutinise teacher assessment judgements.

# Writing



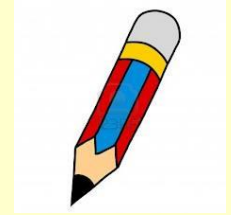
\*Introduce standards Year 6.

\*All teachers in Y6 will be moderating writing against these standards.

\*Exceptionally high standards required for:

- Handwriting
- Spelling
- Grammar & punctuation

# Writing



- The children will be assessed as either ‘working towards the expected standard’, ‘meeting the expected standard’ or ‘exceeding the expected standard’.
- For children to be working at expected standard, they must consistently demonstrate **ALL** these features, **ALL** of the time:

# Writing – Expected standard.

- 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 inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly, including common exception words
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

# Writing – Expected standard.

SPLASH! The cold stabbed me like a thousand needles. I quivered. Teeth chattering, I tried to move my arms; it was crucial to move around to warm up. As my body adjusted to the Arctic temperature, I could swim with ease. I was inquisitive to find out what was beneath my feet. Although I had all my gear on, I was worried that I would lose my oxygen. I took a deep breath... I dived under. My vision was obscured by the flurry of bubbles. As I looked around, I noticed the rainbow of colours painted on the exotic fish: red, blue, yellow, purple and orange. I started to swim deeper and deeper into the sea.

adverbial

modal

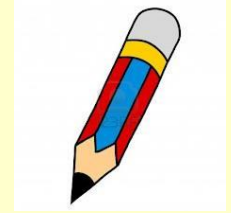
preposition

SHIFT!

passive

TV

# Writing



- If children can consistently use these features then they will be introduced to the ‘exceeding’ or ‘working at greater depth features’
- To be awarded with ‘exceeding’, children must confidently use all of the ‘at’ features as well as the ‘greater depth’ features.

# Writing – Greater Depth.

- Child can write for a range of purposes and audiences including a short story
- 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 examples of repetition of words, ellipsis and different layout devices e.g. columns, bullets and tables, as well as:
  - Semi colons to mark the boundary between independent clauses
  - Colons to mark the boundary between independent clauses
- Produce legible joined up handwriting

# Writing – Greater Depth.

preposition  
;  
progressive  
TV  
medal  
shift  
— —  
hypoten  
expanded  
adverb  
" "  
subjunction

Diving under water, I looked around me; I was staring at an exotic paradise. My eyes couldn't believe what they were seeing! It was hundreds - no thousands - of multi-coloured fish with all the colours of the rainbow: red, orange, yellow, green, blue, violet and indigo. The tropical coral lay on the sea bed opening their hands, reaching for my legs. Everywhere I looked there was beautiful, scaly fish darting gracefully. As I stared hard for a few minutes, I could see fish clinging on to the moss-topped rocks like children children not wanting to leave their mother. Surrounding me, was a wonderful world that I didn't want to leave. It was majestic because there was a variety of different fish: clownfish, pufferfish, sardines, spiny fish and many more. Some fish were looking at me for ages, one in particular caught my eye as he just looked at me as if he was saying "Oi, what are you doing 'ere." A part of me wanted to go deeper, but my brain was pulling me back. Suddenly, a certain object was tempting me to swim further. If I were to go down, I would run into dangers.

# Writing



- Summer Homework
- Children in Year 5 have been set Summer Writing Homework to practise some of the Year 6 features.
- Most of these features will be familiar to the children:

Feature	Tick	Example
Dialogue		"I don't believe it!" shouted Alex
Fronted Adverbial		Without warning, the spaceship flew towards him.
Passive Voice		The chalk was scratched against the board.
Modal Verbs		The formula might cause slight dizziness.
Relative Clause		Suddenly the alien, who was shivering with cold, let out a loud sneeze.
Prepositional Phrase		She perched quietly on the edge of the desk.
Expanded Noun Phrase		A bright green seat with a newly stitched cover was waiting for him.
Brackets		She pulled the lever (it was harder than it looked) and the machine juddered to life.
Semi-colon		A green liquid swirled around in the bottle; it looked disgusting but he was determined to try it.