

## WRITING TAF YEAR 6

		<b>Target</b>	<b>Evidence</b>		
Working towards the expected standard	1	To show some evidence of writing for a range of purposes.  To write for a range of purposes.			
	2	Some evidence of paragraphs  To use paragraphs to organise ideas.			
	3	Is able to describe a setting and character with appropriate vocabulary choices.  Is able to describe settings and character for effect within pieces of writing.			
	4	Some non-narrative writing includes simple devices to support structure in non-narrative piece.  In non-narrative writing, able to use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet-points).			
	5	Capital letters, full stops, question marks, commas for lists and apostrophes for contractions are used mostly correctly.			
	6	Able to correctly spell most words from the year 3 / year 4 spelling list and some words from the year 5 / year 6 spelling list			
	7	Handwriting is legible.			

		<b>Target</b>	<b>Evidence</b>		
Working at the expected standard	1	To write for a range of audiences and purposes with increasing independence, using some precise language.  To write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)			
	2	In narrative, setting and character are described and an attempt is made to develop some atmosphere.  In narratives, describe setting, characters and atmosphere.			
	3	Dialogue is integrated in at least one piece with correct punctuation and is beginning to advance action.  Integrates dialogue in narratives to convey character and advance the action.			
	4	Beginning to select vocabulary and grammatical structures that reflect what the writing requires.  To 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)			
	5	To use some cohesive devices within and across paragraphs.			

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	Able to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs			
6	Verb tenses used mainly consistently and correctly throughout writing – there may be the odd error in writing.			
	Able to use verb tenses consistently and correctly throughout the writing			
7	A limited range of punctuation taught at key stage 2 for effect.			
	Able to use the range of punctuation taught at key stage 2, for effect. This is used consistently (e.g. inverted commas and other punctuation to indicate direct speech)			
8	Able to spell some of Year 5 / 6 spelling lists.			
	Able to correctly spell most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary			
9	Able to maintain legibility in joined handwriting when writing at speed.			

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Working at greater depth	Target	Evidence		
1	Able to write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)			
2	Able to distinguish between the language of speech and writing and choose the appropriate register			
3	Able to exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this			
4	Able to use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.			

To be GDS at the end of Advent term a child needs to meet the EXS criteria for the end of the year.

To be GDS at the end of Lent term a child needs to meet the EXS criteria for the end of the year and at least 2 aspects of GDS.