

OPJS Writing Target Sheets – Year 6

Name: _____

T: _____



KS1 Exemplification Check List:

Write simple, coherent narratives about personal experiences and those of others (real or fictional)	Use coordination and some subordination
Write about real events, recording these simply and clearly	Spell many common exception words (see KS1 spelling list)
Use present and past tense mostly correctly and consistently	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case
Demarcate most sentences with capital letters, full stops and question marks when required	Use spacing between words that reflects the size of the letters
Segment spoken words into phonemes and representing these by graphemes , spelling many of these words correctly and making phonically-plausible attempts at others	

To achieve the **expected standard**, all of the criteria must be met. These criteria must be performed consistently (**at least 3 times**) in order to be viewed as **secure**. Formal assessment of writing should **not** begin until Term 3.

Year 6 Working Towards:	Date:							
	Genre:							
I can write for a range of purposes								
I can use paragraphs to organise ideas								
In narratives, I can describe settings and characters								
In non-narrative writing, I can use simple devices to structure the writing and support the reader								
I can use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly								
I can spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list								
I can write legibly								

✓ = Achieved	NE = No Evidence	• = Incorrect Attempt	NA = Not Applicable to Genre
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Year 6 Working at Expected:	Date:								
	Genre:								
I can write effectively for a range of purposes and audiences , selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)									
In narratives, I can describe settings, characters and atmosphere									
I can integrate dialogue in narratives to convey character and advance the action									
I can 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)									
I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs									
I can use verb tenses consistently and correctly throughout their writing									
I can use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)									
I can spell correctly most words from the Year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary									
I can maintain legibility in joined handwriting when writing at speed									

Year 6 Greater Depth:	Date:								
	Genre:								
I can 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)									
I can distinguish between the language of speech and writing and choose the appropriate register									
I can exercise an assured and conscious control over levels of formality , particularly through manipulating grammar and vocabulary to achieve this									
I can 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									

✓ = Achieved	NE = No Evidence	• = Incorrect Attempt	NA = Not Applicable to Genre
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