



Year 6 Statutory Assessment – Updated March 2020

Working Towards The Expected Standard

**I can use paragraphs to organise ideas.*

**I can describe settings and characters.*

**I can use simple devices to structure writing in non-narrative to support the reader e.g. headings.*

**I can use the correct subject and verb agreement: 'We were' not 'We was' consistently*

I can use clauses in my writing beginning with who, which, where, when, whose, that.....

**I can use some cohesive devices (linking words and phrases) within and across sentences and paragraphs e.g. as a result, however. (including subordinating and coordinating conjunctions)*

I can use different verb forms mostly accurately e.g. help, helps, helped, helping.

**I can use modal verbs to indicate degrees of possibility e.g. should, might, may*

**I can use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contractions correctly.*

**I can spell most year 3 4 words correctly and some year 5 6 words correctly.*

**I can produce legible, joined handwriting.*

Working At The Expected Standard

**I can create atmosphere and integrate dialogue to convey characters and advance the action.*

**I can select language that shows good awareness of the reader (e.g. the use of first person in a diary, direct address in instructions and persuasive writing).*

I can select vocabulary, phrases and clauses that are suitably formal.

**I can use a range of cohesive devices including adverbials (e.g. later that afternoon, in the beautiful garden, since she felt unwell) and ellipsis.*

**I can use passive to affect the presentation of information in a sentence*

**I can ensure my verb tenses are always consistently correct throughout a piece of writing.*

**I can use adverbs, fronted adverbials, preposition phrases and expanded noun phrases.*

**I can use inverted commas, commas for clarity and punctuation for parenthesis*

**I can begin to use semi-colons and colons in a list*

**I can begin to use semi colons and colons to separate independent clauses*

**I can begin to use dashes and hyphens*

**I can use the possessive apostrophe accurately even in plural words such as girls' and children's*

**I can spell most words correctly including common exception words.*

**I can proof read for a range of spelling, grammar and punctuation errors*

**I can maintain legibility, fluency and speed in handwriting.*

Working at a Greater Depth within The Expected Standard

**I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my own writing (e.g. literary language, characterisation, structure).*

**I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve*

**I can distinguish between the language of speech and writing and choose the appropriate register.*

**I can use a full range of punctuation taught at KS2 accurately including: semi-colons, colons, dashes and hyphens and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.*