

Netherbrook Primary School
Writing Assessment: Stage 6

Composition				Transcription					
Vocabulary, Grammar and Punctuation <i>(see Appendix 2 NC 2014)</i>		Vocabulary, Grammar and Punctuation <i>(see Appendix 2 NC 2014)</i>		Composition		Composition			
1	Manipulate sentences to create particular effects	10	Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request	18	Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs e.g. <i>Tom stomped into the room, flinging down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i>	27	Proofreading for grammatical spelling and punctuation errors		
2	Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence</i>			11	Identify the subject and object of a sentence	19	Using devices to build cohesion	Evaluate and improve performances of compositions focusing on:	
				12	Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken</i>	20	Deviating narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous action time-shifts</i>	28	Intonation, volume and gesture
		21	Combining text-types to create hybrid texts e.g. <i>persuasive speech</i>			29	Audience engagement		
3	Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then</i>	Composition		22	Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences	Spelling			
		Plan their writing by:				30	Be secure with all spelling rules previously taught		
4	Use ellipsis to link ideas between paragraphs	13	Identifying audience and purpose Choose appropriate text -form and type for all writing	23	Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i>	31	Write increasingly confidently, accurately and fluently, spelling with automaticity		
5	Identify and use colons to introduce a list	14	Selecting the appropriate language and structures			32	Use a number of different strategies interactively in order to spell correctly		
		15	Drawing on similar writing models, reading and research			33	Develop self -checking and proof -checking strategies		
6	Identify and use semi - colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up .</i>	16	Using a range of planning approaches e.g. <i>storyboard, story mountains, discussion group , post-it notes, ICT story planning</i>	24	Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical question</i>		34	Use independent spelling strategies for spelling unfamiliar words	
7	Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i>	Draft and write by:		25	Use active and passive voice to achieve intended effects e.g. <i>in formal reports, explanations and mystery narrative</i>	Handwriting			
8	Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark versus man-eating shark</i>	17	Selecting <i>appropriate</i> vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact	Evaluate and edit by:		35	Write with increasing speed		
9	Punctuate bullet points consistently			26	Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning	36	Choosing the writing implement that is best suited for a task (e.g. <i>quick notes, letters</i>)		

Assessment Guidance

Assessment Stage	6.1	6.2	6.3	6.4	6.5	6.6
Typical Attainment time	Late Oct	Mid Jan	Late Mar	Mid May	Late July	Late July
Approximate percentage of curriculum mastered	20%	40%	60%	80 – 85%	95 – 100%	Exceeding stage expectations