

## William Westley Assessment Grids -Year 6

	Autumn	Spring	Summer
<u>Text Types:</u>			
<u>Targets:</u>			

### ACROSS A RANGE OF TEXT TYPES

	Standard	Description	Identifying the Reader	Cohesion	Verbs / Tenses	Clause Structure	Detail & Precision	Punctuation	Spelling and Presentation
Mastered	9/11: M(a)	Draw independently on own reading as models for writing. e.g. literary language characterisation structure	1) <b>Level of formality</b> changes as appropriate when a character speaks <b>He's your friend, isn't he?</b>  2) Independently use <b>subjunctive forms</b> in very formal speech and writing <b>If I were in charge...</b>  3) Occasional <b>short sentences</b> for effect		4) Multiple <b>tenses</b> used correctly within one text  5) <b>Variety of modal verbs</b> used to show a point of view <b>should can would</b>			8) Use the full range of KS2 punctuation correctly (see below).	9) Consistently correct independent spelling of words from the <b>Year 5 and 6 spelling rules and spelling list</b> (see Nat. Curriculum pp66-72)  10) Write with improved <b>legibility, fluency and speed</b>  11) Choose whether or not to <b>join appropriate letters</b>
	6/11: M(b)								
	3/11: M(c)								

Standard		Description	Identifying the Reader	Cohesion	Verbs / Tenses	Clause Structure	Detail & Precision	Punctuation	Spelling and Presentation
Secure	25/28 S(a)	1) Create <b>atmosphere</b> Detailed description of setting, character and/or events	7) Use appropriate <b>vocabulary</b> for the <b>formality</b> of the text type	10) Use <b>adverbials of time, place and manner</b> to link paragraphs The next morning, Outside the window,	14) Use <b>passive verbs</b> appropriately They <b>were thrown</b> into the dungeon by the guard	17) Use a wide range of <b>clause structures</b> Main clause- subordinate clause Subordinate clause- main clause 'Embedded' clauses	18) Independently <b>edit to correct</b> (spelling, punctuation etc.) and <b>edit to improve</b>	19) Consistently correct <b>speech punctuation</b> including commas, full stops, question & exclamation marks	26) Independently spelling <b>most</b> words from the <b>Year 5 and 6 spelling rules and spelling list</b> (see Nat. Curriculum pp66-72)
	17/28 S(b)	2) <b>Consistent use of expanded noun phrases</b> The scruffy old man with a grey beard	8) Use appropriate <b>grammatical structures</b> for the formality of the text type	11) Use <b>adverbials</b> within paragraphs For example,	15) Use <b>modal verbs</b> for degrees of possibility must could ought to			20) <b>Commas for clarity of meaning</b> I like cooking, dogs and children.	27) Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
	10/28 S(c)	3) <b>Dialogue</b> tells us more about characters "Obey me!" bellowed the wizard, threateningly. 4) Action advanced by <b>dialogue</b> "Open the door!" she pleaded. 5) Well- chosen <b>verbs</b> and <b>adverbs</b> 6) <b>Preposition phrases</b> Under the ocean, Through the door,	9) Write effectively for a <b>range of purposes and audiences</b>	12) Use <b>conjunctions</b> to create cohesion within sentences She grabbed her bag <b>before</b> darting through the door. 13) Use cohesive devices to link paragraphs e.g. therefore, additionally, furthermore	16) Use <b>modal adverbs</b> to indicate degrees of possibility perhaps surely certainly			21) <b>Parenthesis brackets, pairs of dashes</b>  Some use in writing of: 22) <b>semi-colons</b> ; 23) <b>dashes -</b> 24) <b>colons :</b> 25) <b>hyphens -</b>	28) Produce legible, largely <b>joined handwriting</b>
Developing	16/21 D(a)	1) Description of settings, characters and/or events using: <b>expanded noun phrases, powerful verbs and interesting adverbs.</b>	4) Use most of the grammatical and linguistic <b>conventions of the text type</b> as presented through modelled writing	5) Use new paragraphs to signal changes of time, place, topic or speaker.	8) Use <b>tense</b> consistently throughout pieces of writing	10) Use subordinate clauses with subordinating conjunctions	12) <b>Edit and make improvements to spelling and punctuation</b> in own writing without support	13) <b>Colons</b> to introduce a list 14) <b>Bullet points</b>	18) Many correct independent spellings of words from the <b>Year 3 and 4 spelling rules and spelling list</b> (see National Curriculum, pp59-65)
	12/21 D(b)	2) Narrative writing interweaves action, description and dialogue		6) Sometimes link paragraphs using <b>fronted adverbials of time, place and manner</b> When they arrived, In the middle of the village square,	9) Use the <b>perfect form</b> of verbs The referee <b>had blown his whistle before</b> the ball crossed the line.	11) Begin to recognise and use <b>relative clauses</b> who which where when whose that to create complex sentences		15) Use correct <b>speech punctuation</b>  Consistently correct use of the following Year 4 punctuation when writing dictated sentences: 16) <b>plural possessive apostrophes</b> girls' boys' children's	19) Spell 70% of Year 5 spelling words in writing with support National Curriculum, pp66-72)
	8/21: D(c)	3) Use of tension Alone at night....		2) Some use of cohesive devices to link paragraphs e.g. therefore, additionally, furthermore				17) <b>Commas after fronted adverbials of time, place and manner</b> When I arrived, Near the door, In a hurry,	20) Use joined consistent handwriting.  21) Use a dictionary to check the spelling of uncommon words.

