



Name: \_\_\_\_\_

Stage 6		Working Towards Age Expected	Working At Age Expected	Working At Greater Depth
Composition	Grammar Sentence Structure	I can use a variety of simple, compound and complex sentences in order to create specific effects. My complex sentences are usually secure and I am beginning to position clauses for effect. I use a range of verb forms (conditional and passive) usually accurately.	I use a variety of simple, compound and complex sentences, reflecting formal and informal situations. I show an understanding of manipulation of clauses for effect in my complex sentences. I use relative clauses with a wide range of relative pronouns to clarify and explain relationships between ideas. I use a range of verb forms (conditional and passive) mostly accurately. I use the passive to affect the presentation of information in a sentence. I use modal verbs and adverbs to indicate degrees of possibility, probability and certainty. My choice of tense is appropriate, supporting cohesion of my whole text.	My writing demonstrates assured use of sentences, containing more than one subordinate clause to elaborate and specify.  I use precise vocabulary and grammatical choices, including the deliberate use of passive voice to affect the presentation of information in both formal and informal situations.
	Punctuation	I make <b>some</b> attempts to use more ambitious punctuation, <b>however this may not be always used accurately</b> (including brackets, dashes or commas to indicate parenthesis, hyphens to avoid ambiguity; consistent punctuation of bullet points; use of semi-colon, colon and dash to mark the boundaries between independent clauses (e.g. It's raining; I'm fed up); and use of colon to introduce a list and use of semi-colon within list)	My use of commas is consistent and accurate within sentences to separate items in a list, phrases and clauses. I use a range of punctuation, mostly accurately (including brackets, dashes or commas to indicate parenthesis, hyphens to avoid ambiguity; consistent punctuation of bullet points; use of semi-colon, colon and dash to mark the boundaries between independent clauses and use of colon to introduce a list and use of semi colon within a list).	I use the full range of punctuation taught at KS2 accurately and appropriately, including semi-colons, colons and dashes to mark the boundary between independent clauses.
	Organisation Text Structure	I can write for a range of purposes and audiences with secure and effective use of the chosen text type to establish context and purpose of writing. I can use fronted adverbials of time, place and number to link ideas across paragraphs. I can use elements of dialogue, action and description which are interwoven appropriately, however may not always be balanced. My writing includes significant interaction between characters. My ideas are usually <b>organised into paragraphs</b> which lead to a well-drawn conclusion. I use a wide range of layout conventions and presentational devices used to indicate main and supporting points. My paragraphs have a clear focus around which content is organised.	I can write for a range of purposes and audiences, demonstrating selection and use of suitable forms. I use paragraphs to develop and expand some ideas, descriptions, themes and events in depth. My elements of dialogue, action and description are interwoven appropriately. I use a range of organisational and presentational devices, including use of columns, bullet points and tables to guide the reader. I use a range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis) The relationships between my paragraphs usually give clear structure and coherence to the whole story. In my non-narrative writing, within sections /paragraphs, ideas are clearly developed or explained, including relevant detail. My ideas are mostly organised into paragraphs, which contribute to the overall effectiveness and shape of the text.	I confidently and consistently apply all organisational features, when relevant, throughout my writing, across the curriculum.
	Vocabulary	My vocabulary choices are often imaginative and mostly used precisely.  I mostly make appropriate language choices.  I use precise, varied and technical vocabulary effectively to support purpose, clarify meaning or add interest in non-narrative writing.  I consistently adapt my writing and use appropriate features to meet the purpose of the task or audience.  My viewpoint is usually well controlled and convincing.	My vocabulary choices are imaginative and the words I use are precise and appropriate, creating impact and enhancing meaning. I make appropriate choices between colloquial language and standard English, matching formal and informal situations. In my narrative writing, I describe settings, characters and atmosphere appropriately and effectively, including dialogue to show character (personality) and move the story forward. I effectively use well-chosen phrases to engage the reader and clarify meaning. <i>E.g. adverbials, expanded noun phrases</i> I use expanded noun phrases to convey complicated information concisely. I use a wider range of narrative techniques to engage the reader. <i>E.g. use of flashback and time-shift.</i> My viewpoint is well controlled and convincing.	I consistently use precise vocabulary and grammatical choices, including the use of the subjunctive mood where appropriate, to suit both formal and informal situations.  My vocabulary is varied, precise and often ambitious.  I use a range of stylistic features to contribute to the effect of my writing. <i>E.g. rhetorical questions, repetition for effect, figurative language</i>
	Drafting and Editing	I am beginning to judge the effectiveness of my own writing by evaluating and editing.  I am beginning to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register, to enhance effects and clarify meaning.	I judge the effectiveness of my own writing by evaluating and editing.  I make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register, to enhance effects and clarify meaning.	I use the drafting process to make deliberate choices of grammar and vocabulary, to change and enhance meaning for intended effect. I evaluate the effectiveness of my writing and edit to make assured changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Transcription	Spelling	I can use the full range of spelling rules and patterns for Year 1 and 2 and Year 3 and 4. (Listed in English programme of study and Appendix 1.) I correctly apply some rules and patterns for Year 5 and 6. (Listed in English programme of study and Appendix 1.)	I correctly apply the full range of spelling rules and patterns for Year 5 and 6. (Listed in English programme of study and Appendix 1.) I use my knowledge of morphology and etymology in spelling and understand that the spelling of some words must be specifically learnt.	My spelling is accurate with only occasional errors in more ambitious vocabulary. I spell most of the year 5 and 6 words correctly.
	Handwriting	My handwriting is legible and fluent. My handwriting is usually maintained when writing at an efficient speed. I am beginning to develop a personal, legible style.	My handwriting is legible and fluent and is usually maintained when writing at efficient speed. I can decide whether or not to join letters and choose the best implement for my writing task.	My handwriting is legible and fluent. My handwriting is mostly maintained when writing at a sustained, efficient speed.



**Mossley C.E.**  
Controlled Primary School

Stage 6 Assessment and Learning Grid

Name: