Please note: these grids are to support teacher assessment. They are not designed to be used for every

child. They would be used to sample pupils across the cohort.

ISLINGTON

Na	Date and genre of work:						
Working towards the expected standard in Y6							
The pupil can:							
•	write for a range of purposes						
•	use paragraphs to organise ideas						
•	in narratives, describe settings and characters						
•	in non-narrative writing, use simple devices to structure the						
	writing and support the reader (e.g. headings, sub-headings, bullet points)						
•	use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly						
•	spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list						
•	write legibly						
Working at the expected standard in Y6							
The pupil can:							
•	write effectively for a range of purposes and audiences, selecting						
	language that shows good awareness of the reader (e.g. the use				1		
	of the first person in a diary; direct address in instructions and persuasive writing)				1		
•	in narratives, describe settings, characters and atmosphere						
•	integrate dialogue in narratives to convey character and advance						
	the action						
•	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)						
•	use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and						
	across paragraphs						
•	use verb tenses consistently and correctly throughout their						
	writing						
•	use the range of punctuation taught at key stage 2 mostly						
	correctly (e.g. inverted commas and other punctuation to indicate direct speech)						
•	spell correctly most words from the year 5 / year 6 spelling list,				1		
	and use a dictionary to check the spelling of uncommon or more						
	ambitious vocabulary				1		
•	maintain legibility in joined handwriting when writing at speed.						
	Working at greater depth within	the expected	standa	rd in Y6			
The pupil 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) distinguish between the language of speech and writing and						
•	choose the appropriate register						
•	exercise an assured and conscious control over levels of						
	formality, particularly through manipulating grammar and						
	vocabulary to achieve this 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.						