**Writing Performance Indicators**

**Pupil/s:**

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| **Year 6** |  **Emerging** | **Developing** | **Secure** |
| **Composition****(planning)**  | Uses the drafting process to make some choices of grammar and vocabulary, through composing and rehearsing sentences orally. | Draws upon a progressively varied and rich vocabulary and a range of sentence structures during the drafting process. | Draws ideas for characters and settings in narrative from what has been read, listened to or seen performed. Distinguishes between the language of speech and writing and chooses the appropriate register for writing, e.g. formal or informal. Uses the drafting process to make appropriate choices of grammar and vocabulary to clarify and enhance meaning, including use of a thesaurus. |
| **Composition****(drafting )** | Writes demonstrating some features of the given form, as appropriate to audience, purpose and context, arising from discussion of models of writing with similar structure, vocabulary and grammarMakes deliberate vocabulary choices and decisions about sentence lengths, types and structures and these add to the overall effectiveness of the writing and starts to understand how these can impact upon the reader. | Writes demonstrating features of selected form, as appropriate to audience, purpose and context, drawn from discussion of models of similar writing and the recording of ideas from own reading. With support, makes a precis of longer passages. | Writes for a range of purposes and audiences demonstrates selection and use of suitable forms with appropriate features drawn from models of similar writing, wider reading and research. When required, makes a precis of longer passages appropriately.Makes deliberate and informed vocabulary choices and decisions about sentence lengths, types and structures, with an understanding of how these changes will impact upon the reader. |
| **Composition****(reviewing)**  | Evaluates writing and edits accordingly, proposing changes to vocabulary, grammar and punctuation, to enhance effects and clarify meaning; within own and others' writing. Uses dialogue independently to begin to provide more information about characters. Describes settings and characters. | Makes vocabulary choices and decisions about sentence lengths, types and structures more deliberately with an increased understanding of how these will impact upon the reader. Evaluates the effectiveness of own and others’ writing to propose changes to grammar and vocabulary to improve consistency. Uses dialogue to provide more information about characters, to convey characteristics and advance the action. Creates settings, characters and plot through more detailed description. | Evaluates the effectiveness of own and others’ writing to propose changes to grammar and vocabulary that will improve consistency and overall cohesion and appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register, to enhance effects and clarify meaning. Describes settings, characters and atmosphere effectively in narrative and uses these devices appropriately, including integration of dialogue to convey character and advance the action. |
| **Grammar**  | Begins to understand synonyms and antonyms and starts to apply these to writing, e.g. to begin to make choices about formal vocabulary. Uses the passive voice, with some support, to affect the presentation of information, e.g. perspective in journalistic writing. Uses a range of verb tenses appropriately. Uses the perfect form of verbs to create multi-clause sentence structures, e.g. She had left the cinema before the film finished. Uses formal and informal structures, e.g. uses the subjunctive with support, e.g. if I were you or I suggest he leave. Uses an increasing range of cohesive devices to link ideas within and across paragraphs, including repetition of a word or phrase; grammatical connections, such as adverbials. Organises paragraphs to develop and expand ideas, descriptions, themes or events. Uses a range of organisational and presentational devices consistently and independently in non-narrative material, e.g. headings and subheading. Columns, bullet points and tables beginning to be used to guide the reader. Uses the correct grammatical terminology for Years 1-5 (as identified in the Appendix 2 of the National Curriculum) e.g. when evaluating and editing writing. | Understands synonyms and antonyms and applies these to writing, e.g. to make choices about formal vocabulary. Uses the passive voice with increasing independent to affect the presentation of information, e.g. perspective in journalistic writing, e.g. the stranger was examined by the doctor as opposed to the doctor examined the man. Uses a range of verb tenses appropriately within writing and can vary tenses appropriately within writing. Begins to use, with greater independence, different structures typical of informal speech and structures appropriate for formal speech and writing, e.g. question tags (informal), e.g. Tigers aren't endangered, are they? or the subjunctive forms (very formal), e.g. if I were you or I suggest he leave.Links ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence and ellipsis. Uses layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text. Organises and structures writing based upon its audience, purpose and context, through the appropriate use of tense choice and other devices to build cohesion within and across paragraphs. Uses the correct grammatical terminology for Years 1-5 as well as some from Year 6 (as identified in the Appendix 2 of the National Curriculum) e.g. when evaluating and editing writing. | Understands the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. replacing find out with discover in formal writing. Uses knowledge of synonyms to support formal vocabulary choices. Uses the passive voice independently to affect the presentation of information, e.g. perspective in journalistic writing, e.g. the stranger was examined by the doctor as opposed to the doctor examined the man. Uses the full range of verb tenses appropriately throughout writing and can vary tenses effectively and appropriately within writing. Uses different structures typical of informal speech and structures appropriate for formal speech and writing, e.g. question tags (informal), e.g. Tigers aren't endangered, are they? or the subjunctive forms (very formal), e.g. if I were you or I suggest he leave. Links ideas confidently and consistently across paragraphs using a wider range of cohesive devices and may begin to use reference chains as well as adverbials such as on the other hand, in contrast, or as a consequence and ellipsis. Uses layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text. Organises and structures writing effectively based upon its audience, purpose and context, through the appropriate use of tense choice and other devices to build cohesion within and across paragraphs and to support the overall text cohesion and coherence. Uses the correct grammatical terminology for Years 1-6 (as identified in the Appendix 2 of the National Curriculum) e.g. when evaluating and editing writing: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi- colon, bullet points |
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| **Year 6** |  **Emerging** | **Developing** | **Secure** |
| **Punctuation** | Uses range of punctuation with accuracy, including brackets, dashes or commas to indicate parenthesis; commas to clarify meaning or avoid ambiguity. Begins to use semi-colons in place of a conjunction to join two independent clauses. Uses colons to introduce lists and semi-colons to separate items within lists. | Uses the full range of punctuation mostly accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation to indicate direct speech. Begins to use semi-colons, colons and dashes to mark the boundary between independent clauses e.g., It’s raining; I’m fed up.  Uses colons to introduce lists and semi-colons to separate items within lists; hyphens to avoid ambiguity; and consistent punctuation of bullet points). Begins to understand how hyphens can be used to avoid ambiguity e.g. man eating shark, versus man-eating shark, or recover versus re-cover. | Uses a range of punctuation is used with accurately (including: brackets, dashes or commas to indicate parenthesis; commas to clarify meaning or avoid ambiguity; colons to introduce lists and semi-colons to separate items within lists; hyphens to avoid ambiguity; and consistent punctuation of bullet points). Uses semi-colons, colon and dash to mark the boundary between independent clauses, e.g. It’s raining; I’m fed up. A range of punctuation is used, mostly accurately (including: brackets, dashes or commas to indicate parenthesis; commas to clarify meaning or avoid ambiguity; colons to introduce lists and semi-colons to separate items within lists; hyphens to avoid ambiguity; and consistent punctuation of bullet points). Understands how hyphens can be used to avoid ambiguity e.g. man eating shark, versus man-eating shark, or recover versus re-cover. |
| **Transcription**  | **Spelling**  | Uses the spelling rules for Year 1-5 (as identified in Appendix 1 of the National Curriculum) accurately. Uses the first three letters of a word to check its spelling and meaning. | Uses the spelling rules for Year 1-5 as well as some of the spelling rules for Year 6, (as identified in Appendix 1 of the National Curriculum) accurately. Uses the first three letters of a word to check its spelling and meaning. | Uses the spelling rules for Years 1-6 (as identified in Appendix 1 of the National Curriculum) accurately. Uses the first three letters of a word to check its spelling and meaning |
| **Handwriting** | Writes with handwriting that is increasingly legible and consistent, including using diagonal and horizontal strokes used to join letters, when appropriate. | Writes with handwriting which is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters; it is not always maintained when writing at efficient speed. | Writes with legible, fluent handwriting which is usually maintained when writing at efficient speed. This includes appropriate choice of letter shape; whether or not to join letters; and writing implement. |

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| Mastery  |  |
| • Demonstrates cohesive application of writing composition, grammatical devices and accurate spelling within a wide range of sustained writing across all areas of the curriculum that include sufficient detail to engage readers' interest throughout.• Writes avidly, willingly and for pleasure and can demonstrate and justify writing preferences.• Evaluates and reflects upon own writing, including composition, grammar, punctuation and spelling, and makes carefully-considered changes that improve the effect upon the chosen audience.• Makes deliberate choices about how to adapt and manipulate selected forms for specific effect, e.g. makes decisions about appropriate text forms, perspective and viewpoint (including bias), layouts and organisation of materials or creates specific points of humour, suspense or action.• Fluently applies grammatical, punctuation and spelling knowledge confidently and consistently with precision and clarity across all writing, choosing appropriate tools to build and manipulate multiple effects that are considered and controlled.• Identifies spelling and grammatical rules independently, including an awareness of and interest in etymology, and can apply these to new language structures and words, including identification of rule-breakers.• Has a clear writer’s voice and demonstrates a sophisticated command of vocabulary and uses a range of appropriate and controlled language, selected for specific effect, which may include extended figurative imagery or use of adages and maxims. |  |