St Bernadette's Catholic Primary School - Year 6 Writing Assessment Ladder

	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
Vocabulary, Grammar and Punctuation																			
As in Year 5 and: Manipulate sentences to create particular effects.																			
Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.																			
Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then.																			
Use ellipsis to link ideas between paragraphs.																			
Use repetition of a word or phrase to link ideas between paragraphs.																			
Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.																			
Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved.																			
Identify the subject and object of a sentence.																			
Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken.																			
Explore, collect and use examples of the perfect form of verbs to mark																			

relationships of time and cause e.g. I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).																				
Punctuate bullet points consistently.																				
Identify and use colons to introduce a list.																				
Identify and use semi-colons within lists.																				
Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark. Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – enter.																				
Explore, collect and use question tags typical of informal speech and writing e.g. "He's your friend, isn't he?"																				
Explore, collect and use subjunctive forms for formal speech and writing e.g. If I were able to come to your party, I would; The school requires that all pupils be honest.																				
Composition																				
Planning Identify audience and purpose.																				
Choose appropriate text-form and type for all writing.																				
Select the appropriate structure, vocabulary and grammar.																				
Draw on similar writing models, reading and research.																				
Compare how authors develop characters and settings (in books, films and performances).																				
Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning.																				

Drafting and Writing Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.																				
Select appropriate register for formal and informal purposes, e.g. a speech for a debate(formal), dialogue within narrative (formal or informal), text message to a friend (informal).																				
Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"																				
Consciously control the use of different sentence structures for effect.																				
Use a wide range of devices to build cohesion within and across paragraphs.																				
Deviate narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts.																				
Combine text-types to create hybrid texts e.g. persuasive speech.																				
Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables.																				
Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. repeated use of 'and' to																				

convey tedium, one word sentence.																				
Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.																				
Use active and passive voice to achieve intended effects e.g. formal reports, explanations and mystery narrative.																				
Précis longer passages.																				
Evaluating and Editing Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.																				
Proof read for grammatical, spelling and punctuation errors.																				
Performing Use appropriate and effective intonation and volume.																				
Add gesture and movement to enhance meaning.																				
Encourage and take account of audience engagement.																				
Handwriting																				
Write, using a joined style, with increasing speed.																				
Choose the writing implement that is best suited for a task e.g. pencil for quick notes, handwriting pen for letters, marker pens for posters.																				