**WRITING PROGRESS TRACKER**

**YEAR 6 / KS2 FRAMEWORK 2022-23**

**Working towards the expected standard**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| The pupil can: | **T1** | **T2** | **T3** | **T4** | **T5** | **T6** |
| * 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 mostly correctly
 |  |  |  |  |  |  |
| * use full stops mostly correctly
 |  |  |  |  |  |  |
| * use question marks mostly correctly
 |  |  |  |  |  |  |
| * use commas for lists mostly correctly
 |  |  |  |  |  |  |
| * use apostrophes for contraction mostly correctly
 |  |  |  |  |  |  |
| * spell most words from the Year 3/4 spelling list
 |  |  |  |  |  |  |
| * spell some words from the Year 5/6 spelling list
 |  |  |  |  |  |  |
| * write legibly (no requirement for it to be joined)
 |  |  |  |  |  |  |

**Working at the expected standard**

Year 6 writers working at the expected standard make links between their reading and their writing and use models and language from reading to construct texts. They identify the purpose and audience for their writing and choose the appropriate form and voice for the writing. Ideas both in narrative and non-narrative writing are developed and sustained, supported by the use of paragraphs with topic sentences which guide the reader and signal changes in subject. In non-narrative organisational devices guide the reader. All forms of writing show clear cohesive links. Standard English is consistently used with an understanding of the level of formality required by the chosen purpose and audience. Similarly, vocabulary is precisely selected and is appropriate for the purpose and audience. The use of the comma is secure and few errors are made with this. Attempts may be made to use colons and semi-colons.

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| The pupil can: | **T1** | **T2** | **T3** | **T4** | **T5** | **T6** |
| * write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
 |  |  |  |  |  |  |
| * in narratives, describe settlings, characters and atmosphere
 |  |  |  |  |  |  |
| * integrate dialogue in narratives to convey character and advance the action
 |  |  |  |  |  |  |
| * select vocabulary that reflects what the writing requires
 |  |  |  |  |  |  |
| * select grammatical structures that reflect what the writing requires (e.g. passive verbs to affect how information is presented; modal verbs to suggest degrees of possibility)
 |  |  |  |  |  |  |
| * use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms)
 |  |  |  |  |  |  |
| * use verb tenses consistently and correctly throughout their writing
 |  |  |  |  |  |  |
| * use the range of punctuation taught at KS2 most correctly (e.g. inverted commas and other punctuation to indicate direct speech)
 |  |  |  |  |  |  |
| * spell correctly most words from the Y5/6 spelling list
 |  |  |  |  |  |  |
| * use a dictionary to check the spelling of uncommon or more ambitious vocabulary
 |  |  |  |  |  |  |
| * maintain legibility in joined handwriting when writing at speed
 |  |  |  |  |  |  |

**Working at greater depth**

Year 6 writers working at greater depth have consistently met the Y6 writing expectations over a period of time and in a range of writing for different purposes and readers. All samples have a clear purpose and audience with the reader successfully engaged. They also show the individual “voice” and style of the pupil as a writer. Shorter pieces are well-crafted for impact and longer pieces are sustained and consistent. Writing is carefully structured and organised according to its context. Paragraphs successfully guide the reader through the text and are shaped and developed to ensure cohesion. Endings are clear and linked to openings dependent on the text type. Word choices are precise and selected for the purpose and audience. The use of sentences is controlled and a range of structures are used to create specific effects. Literary devices are well-chosen and used appropriately to create intended effects. Punctuation is accurate and used to clarify meaning. Spelling is consistently accurate and handwriting is fluent, joined and legible with a developed personal style.

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| --- | --- | --- | --- | --- | --- | --- |
| The pupil can: | **T1** | **T2** | **T3** | **T4** | **T5** | **T6** |
| * 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 semi-colons correctly and precisely (to enhance meaning / avoid ambiguity)
 |  |  |  |  |  |  |
| * use dashes correctly and precisely (to enhance meaning / avoid ambiguity)
 |  |  |  |  |  |  |
| * use colons correctly and precisely (to enhance meaning / avoid ambiguity)
 |  |  |  |  |  |  |
| * use hyphens correctly and precisely (to enhance meaning / avoid ambiguity)
 |  |  |  |  |  |  |