

# Hatfeild Writing Progression

## Year 6 Evidence Gathering Grid



The student can...		Writing task						End of year
		Au1	Au2	Sp1	Sp2	Su1	Su2	
COMPOSITION: PURPOSE & AUDIENCE	WTS: Write for a range of purposes.							
	EXS: 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). [From Y6 PoS: this must include examples of more formal writing]							
	GDS: 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).							
	WTS: In narratives, describe settings and characters.							
	EXS: In narratives, describe settings, characters and atmosphere.							
	EXS: Integrate dialogue in narratives to convey character and advance the action.							
	WTS: Use paragraphs to organise ideas.							
	WTS: In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).							
	EXS: Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.							
	From PoS: Make choices in drafting and revising writing, showing understanding of how these enhance meaning.							
From PoS: Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreement, tense use).								
GRAMMAR	EXS: 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).							
	EXS: Use verb tenses consistently and correctly throughout their writing.							
	GDS: Distinguish between the language of speech and writing and choose the appropriate register.							
	GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.							
PUNCTUATION	WTS: Use... mostly correctly	capital letters.						
		full stops.						
		question marks.						
		commas for lists.						

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		apostrophes for contraction.								
	EXS:	Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).								
	GDS:	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.								
TRANSCRIPTION	WTS:	Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list.								
	EXS:	Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.								
	WTS:	Write legibly.								
	EXS:	Maintain legibility in joined handwriting when writing at speed.								

Marking codes explained	
	Emerging - I have not shown this skill in my writing yet.
	Developing - there is some evidence of this skill in my writing, but sometimes I make errors with it.
	Secure - there is evidence of consistent and correct use of this skill in my writing.

My end of year review
I am proud of myself this year because...
Next year I would like to improve my use of...