

Standard 6

Standard 6 Developing and above is the expectation for mastery in writing for mainstream primary children by the end of Year 6.

Essential entry level to Standard 6 (Year 5 Expectation Progress Descriptor): Can produce more than a side of A4 writing that is clear and coherent with strong features (98% accuracy or better in all) across the 4 Toolkits for Writing: Basic Skills; Features of Text Type; Response to stimuli and ‘voice and style’. It should be a striking piece of writing that is similar to that of an adult, with confident and established features, although content and stimulus may be more age appropriate (10 to 14). This should be a first draft written (unsupported) in one sitting and any edits should be child-initiated.

Listed in an approximate hierarchy:

1	Can spell all vocabulary correctly apart from rare technical or obscure words. (Must have used less usual, ambitious vocabulary spelt correctly.)	
2	Can open and close writing in interesting, unusual or dramatic ways, when appropriate.	
3	Can use the full range of punctuation, almost always accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis, etc. (3 Examples)	
4	Can write neatly, legibly and accurately and fluently, in a joined style. (98% accurate)	
5	Can vary font for effect or emphasis when appropriate (print, italics or capitalisation). May only be one example.	
6	Can use a wide range of conventions appropriately to the context e.g. paragraphs, sub and side headings, addendum, footnote, contents etcetera.	
7	Can use a wide range of sophisticated conjunctions, including conjunctions, adverbs, and prepositions, to show time, cause, sequence and mode, often to open sentences. (3 of each)	
8	Can use clauses confidently and appropriately for audience and purpose. (80% accurate)	
9	Can use implicit links within text e.g. referring back to a point made earlier or forward to more information or detail to come. (1 Example)	
10	Can group items for effect, before or after the verb.	
11	Can use a range of techniques to interact or show awareness of audience eg action, dialogue, quotation, aside, suspense, tension, comment. (3 Examples)	
12	Can write with confidence and imagination.	
13	Can adapt writing for the full range of purposes, always showing awareness of audience and purpose.	
14	Can consciously vary levels of formality according to purpose and audience.	
15	Can sustain a convincing viewpoint throughout the piece e.g. authoritative, expert, convincing portrayal of character (with accent and dialect) opposing opinions etc.	
16	Can use a wide range of ambitious WOW vocabulary accurately and precisely (should be words that are not usually used by a child of that age) (3 Examples – see VCOP pyramid for guidance)	
17	Can use 2 or more of stylistic features to create effect within the text e.g. rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, elaboration, nominalisation, impersonal voice or universal appeal.	
18	Can use creative and varied sentence structure when appropriate, intermingling with simple structures for effect (2 Examples)	
19	Can always construct grammatically correct sentences, unless using dialect or alternative constructions consciously for effect.	
20	Can inter mingle a variety of types of sentences, statements, commands, questions, exclamations, asides, complex with simple plus effective placing of clauses. (3 Examples)	

B = Beginning | D = Developing | M = Mastering | AP = Assessment Point

Assessment: 6-B = 6 – 9 | 6-D = 10 - 16 | 6-M = 17 - 20.