



THE CHALLENGE ACADEMY TRUST

# TCAT Primary Writing Moderation

## Year 6



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Name: _____		Class: _____					
<b>WORKING TOWARDS</b> the expected standard							
The pupil can write for a range of purposes.							
Uses the full range of punctuation taught at KS1 and LKS2 mostly correctly, including:	Capital Letters						
	Full Stops						
	Question Marks						
	Commas for lists						
	Apostrophes for contraction						
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, including:	Headings						
	Sub-headings						
	Bullet Points						
Spell correctly most words from the Year 3/4 spelling list and some words from the year 5/6 spelling list.							
Write legibly. (At this standard there is no specific requirement for handwriting to be joined but it is encouraged.)							

<b>WORKING AT</b> the expected standard ( <b>MEETING</b> - Including all of the above)							
The pupil can write effectively for a range of purposes and audiences.							
Select language that shows good awareness of the reader. E.g. use of first person in a diary entry or direct address in instructions / persuasive writing.							
In narratives, describe settings, character and atmosphere.							
Integrate dialogue into narratives to convey character and advance the action.							
Select vocabulary and grammatical structures to reflect what the writing requires. E.g.	Contracted forms in dialogue						
	Passive verbs						
	Modal verbs						
Use a range of devices to build cohesion. Including the use of the following within and across paragraphs:	Subordinating conjunctions						
	Coordinating conjunctions						
	Adverbials of time and place						
	Pronouns / synonyms						
Use verb tenses consistently and correctly throughout their writing.							
Use the range of punctuation taught at key stage 2 mostly correctly*, including:	Inverted commas and other relevant punctuation to indicate speech						
	Apostrophes for contraction and possession						
	Dashes, hyphens						
Spell correctly most words from the year 5/6 wordlist and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.							
Maintain legibility in joined handwriting when writing at speed.							

WORKING IN GREATER DEPTH within the expected standard (ABOVE)							
The pupil can write effectively for a range of purposes and audiences, selecting appropriate level of formality.							
The pupil can draw upon 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 correctly the range of punctuation taught at KS2 correctly, including:	Semi-colons						
	Colons (to introduce a list and between clauses)						
	hyphens						
	dashes						
	Punctuation to enhance meaning and avoid ambiguity.						
Spell correctly most words from the year 5/6 wordlist and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.							
Maintain legibility in joined handwriting when writing at speed.							

\*These are detailed in the word lists within the spelling appendix. Teachers should refer to these to exemplify the words that pupils should be able to spell.

^This relates to punctuation detailed in grammar and punctuation appendix. Pupils are expected to be able to use the range of punctuation shown in their writing.

2. Pupils should be taught to use the diagonal and horizontal strokes that are needed to join letters and understand when adjacent letters are best left un-joined.

3. Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, grammatical informality, colloquial expressions, long co-ordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.