

## Hexton JMI: example of writing at the expected standard for year six

Repetition for emphasis.

All of a sudden, Ana fell, and fell, and fell. Then, landed on a mossy surface. The light found itself again. But she was not in her stark living room, like she was seconds ago. Anabeth found herself lying on a battlefield...

Making language choices for literary effect.

Begins to build tension.

Slowly, she got up with bafflement and confusion in her eyes head, and fear in her eyes. She looked around, and noticed a figure; a tall figure; with dark hair and ocean blue eyes, just like hers. Soon after, there were 5 more figures, 10,

Paragraphs used to organise the text.

Passive voice.

11- thousands... She turned around with fear and legs ready to run; but she couldn't run, she was planted in sinking squelching mud: mixed with scarlet blood. Before she knew it, there were millions of injured and bloodied solders lying on the muddy floor ground...

Ellipsis for effect (uses the full range of punctuation)

Fronted adverbial - varies clause order in sentences.

Most spellings correct, including y5 and 6 words.

"Ahhhhhahh!" She screamed with fright and tried while trying to move her feet, but they wouldn't budge! She needed to get out, she needed to go! But how? Suddenly, she remembered the photo, maybe that was the way back; back to home; back to her mother. She started to search around her, but she could just not find the picture, it was gone. She Anabeth, allowed her clear tears fall freely down her cheeks. Ana knew it, this was the end...

Range of punctuation used correctly.

Speech used to advance the action.

"He...hello?" She heard a voice, a voice familiar.

"Hello?" she cried, "is anyone there?"

Ana looked around with hope.

"err... look down," The voice whispered

Use of abstract noun as an adverb to highlight emotion.

She peered down at the young solder, with bafflement. The man had brown hair and ocean blue eyes...

"Dad?"

In order for this teacher assessment framework to be used effectively, knowledge of the expectations of the national curriculum is essential.

Learning from previous year groups **must** continue to be revised and practised across both key stages.

The national curriculum expectations: **proof-read for spelling and punctuation errors** and **propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning** will be important in enabling all children to meet the standards for their year groups.

#### Year 6

##### Working towards the expected standard

The pupil can:

- 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, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.<sup>1</sup>

#### Year 6

##### Working at the expected standard

The pupil can:

- 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 settings, characters and atmosphere†
- integrate dialogue in narratives to convey character and advance the action
- 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)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- 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
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

#### Year 6

##### Working at greater depth within the expected standard

The pupil can:

- 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<sup>3</sup> 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 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.<sup>^</sup>

[There are no additional statements for spelling or handwriting]