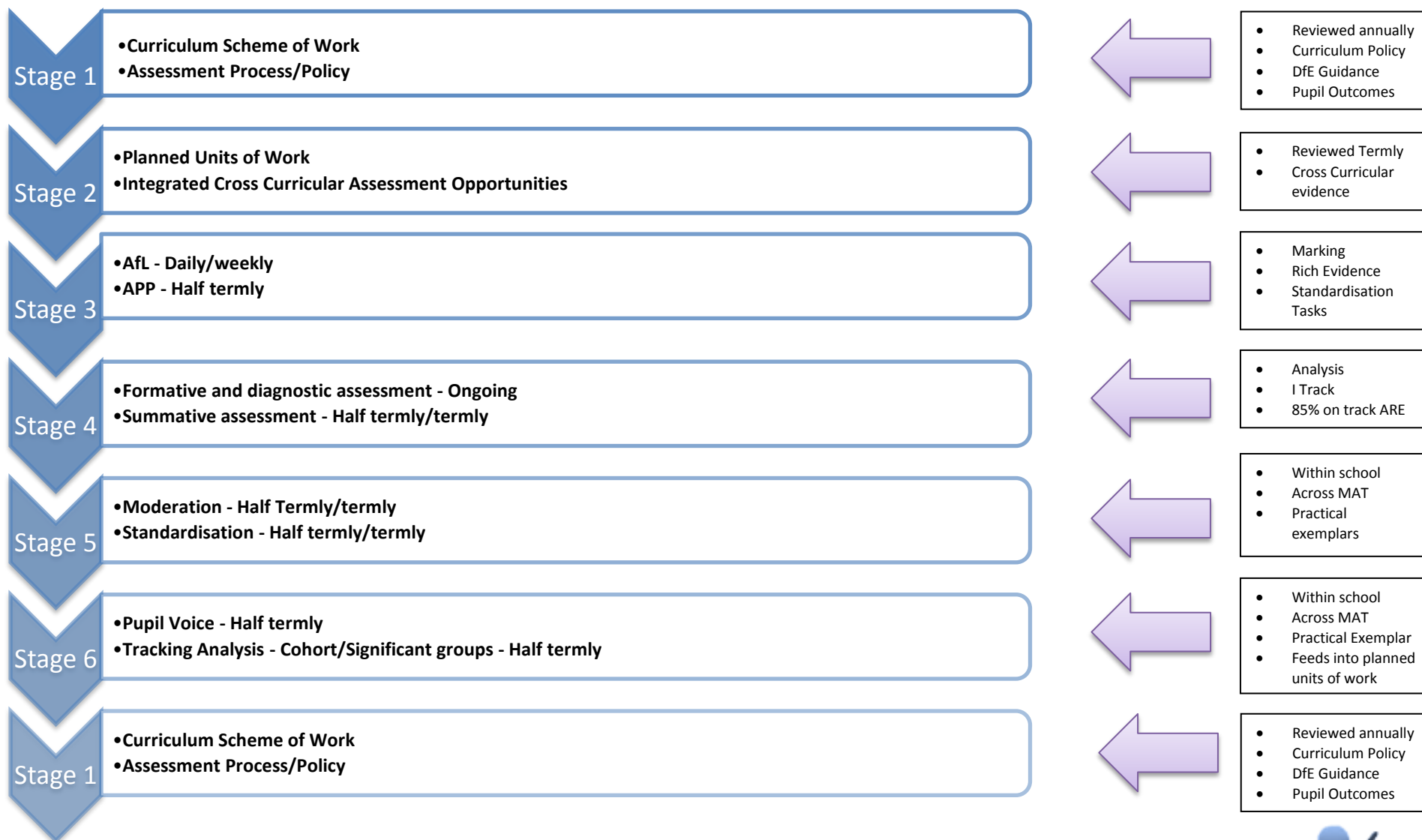


An Daras Multi Academy Trust

Assessing Pupil Progress – Writing (Y6)

Integrated Curriculum Scheme of Learning - 2015	
Document:	ADMAT Assessing Pupil Progress (APP)
National Curriculum Subjects:	Writing
Year Group:	Year 6
Agreed and Approved:	Sept 15
Leader In Year Review Dates:	Sept 16
Related Documents and Guidance:	National Curriculum 14/15 Dimensions Skill Ladders 14 English Scheme of Learning 15 Non-Negotiable 14 English Policy 15 Handwriting Policy 15 Assessment Policy 15 Marking Policy 15





ADMAT Year Group 6 Non-Negotiable Expectations	Key Concepts
Writing - Non-Negotiable	<ul style="list-style-type: none"> • Use subordinate clauses to write complex sentences • Use passive voice where appropriate • Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day) • Use a sentence structure and layout matched to requirements of text type • Use semi-colon, colon or dash to mark the boundary between independent clauses • Use colon to introduce a list & semi colon within a list • Use correct punctuation of bullet points • Use hyphens to avoid ambiguity • Use full range of punctuation matched to requirements of text type • Use wide range of devices to build cohesion within and across paragraphs • Use paragraphs to signal change in time, scene, action, mood or person • Write legibly, fluently and with increasing speed
Unlocking learning through Oracy - Non-Negotiable	<ul style="list-style-type: none"> • Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence • Ask questions to develop ideas and make contributions that take account of others' views • Use evidence to support ideas and opinions • Explain ideas and opinions – elaborating to make meaning explicit • Take an active part in discussions, taking different roles • Use hypothetical speculative language to express possibilities • Use Standard English fluently in formal situations • Debate an issue maintaining a focused point of view • Use formal language of persuasion to structure a logical argument • Perform their own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is made clear • Perform poems or plays from memory making deliberate choices about how they convey ideas about characters, context and atmosphere • Pay close attention to, and consider the view and opinions of, others in discussions • Make contributions to discussions, evaluating others' ideas and responding to them • Understand and select the appropriate register according to the context

ADMAT/ARE Year 6 Writing/Key Concepts (v2)				Pupil Name:				Term 1				Term 2				Term 3				Are Related Expectation Key:				NE = Not Enough Evidence EM = Emerging TI = Towards Independence EXP = Expected EXP+ = Expected Plus EXC = Exceeding							
A/Grammar				B/Punctuation				C/Writing Process				D/Text Structure and Organisation				E/Writing Composition				F/ Spelling and Handwriting				G/				H/			
A1. Expand noun phrases by use of relative clauses (including or omitting the relative pronoun)				B1. Punctuate simple compound and complex sentences accurately with commas and full stops				C1. Plan and draft writing making choices about: <ul style="list-style-type: none">AudiencePurposeForm				D1. Extend and elaborate ideas within paragraphs				E1. Write for a wide range of purposes and audiences. Draft and write by précising longer passages				F1. Spell accurately in general including spelling increasingly complex words correctly (<i>see word list for exemplification</i>) Spell some words with silent letters e.g. knight, psalm, solemn											
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC								
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
A2. Use adverbials to indicate degrees of possibility (<i>perhaps, surely</i>)				B2. Use a range of punctuation accurately to clarify and extend meaning <i>e.g. brackets, dashes or commas to indicate parentheses. Commas to clarify meaning or avoid ambiguity. Semi-colon, colon and dash to mark the boundary between independent clauses. Colon to introduce a list. Semi-colons within lists. Bullet points to list information. Hyphens to avoid ambiguity. Ellipsis to omit information</i>				C2. Develop ideas at the planning stage taking account of research and text models				D2. Use a wide range of devices to build cohesion within paragraphs, between paragraphs <i>e.g. connecting adverbs, synonyms/phrases to avoid repetition and generalise, pronouns, ellipsis, verb tense/form choices</i>				E2. In narrative demonstrate growing ability to create effective settings, characters, atmosphere and plots. Integrate dialogue				F2. Word endings – cious, tious, ant, ance, ancy, ent, ence, ency, ible, able, ibly, ably, cial, tial											
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC								
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
A3. Use modal verbs to indicate degrees of possibility (<i>might, should, will, must</i>)								C3. Make choices in drafting and revising writing, showing understanding of how				D3. Use a range of organisational and presentational devices to structure text				E3. In non-narrative maintain an appropriate style and vocabulary to maintain the readers				F3. Letter string – ough Silent letters “i before e except after c”											

								these enhance meaning				appropriate to purpose and audience				interest throughout															
EM	TI	EXP	EXC					EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC								
1	2	3	4					1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
A4. Use the passive voice to affect the presentation of information in a sentence								C4. Proof read for spelling, punctuation and grammatical errors e.g. subject/verb agreements, tense use								E4. Develop ideas in depth				F4. Spell common homophones correctly											
EM	TI	EXP	EXC					EM	TI	EXP	EXC					EM	TI	EXP	EXC	EM	TI	EXP	EXC								
1	2	3	4					1	2	3	4					1	2	3	4	1	2	3	4								
A5. Use different structures appropriate for the level of formality e.g. question tags in informal speech; subjunctive forms in very formal writing								C5. Draft and write by: using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining								E5. Use thesauruses to develop vocabulary				F5. Use knowledge of word structure to spell and to check spelling											
EM	TI	EXP	EXC					EM	TI	EXP	EXC					EM	TI	EXP	EXC	EM	TI	EXP	EXC								
1	2	3	4					1	2	3	4					1	2	3	4	1	2	3	4								
A6. Use a wide range of clause structures, sometime varying their position within the sentence																E6. Create atmosphere and integrating dialogue to convey character and advance the action				F6. Learn more challenging words where necessary											
EM	TI	EXP	EXC													EM	TI	EXP	EXC	EM	TI	EXP	EXC								
1	2	3	4													1	2	3	4	1	2	3	4								
A7. Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision																				F7. Write fluently and legibly with increasing speed by choosing the writing implement that is best suited to the task											
EM	TI	EXP	EXC																	EM	TI	EXP	EXC								
1	2	3	4																	1	2	3	4								
																				F8. Spell words on statutory word list											
																				EM	TI	EXP	EXC								

[illegible]

Rich Evidence – Guidance Year 6	Autumn Term (Terms 1+2)	Spring Term (Terms 3+4)	Summer Term (Terms 5+6)
Formative 	Elicitation Tasks Literacy Books- Week Two Guided writing Week Three – Independent Writing Distance Writing (2x a half term minimum) Writing from Topic/ Cross Curricular writing Writing from other subject areas- e.g. Guided Reading Independent and choice Writing (e.g. Everyone Writes Sessions) Writing from Outdoor Experiences	Elicitation Tasks Literacy Books- Week Two Guided writing Week Three – Independent Writing Distance Writing (2x a half term minimum) Writing from Topic/ Cross Curricular writing Writing from other subject areas- e.g. Guided Reading Independent and choice Writing (e.g. Everyone Writes Sessions) Writing from Outdoor Experiences	Elicitation Tasks Literacy Books- Week Two Guided writing Week Three – Independent Writing Distance Writing (2x a half term minimum) Writing from Topic/ Cross Curricular writing Writing from other subject areas- e.g. Guided Reading Independent and choice Writing (e.g. Everyone Writes Sessions) Writing from Outdoor Experiences
Summative 	‘Cold Task’ Writing (1x half term minimum)	‘Cold Task’ Writing (1x half term minimum)	‘Cold Task’ Writing (1x half term minimum)