

A hand holding a yellow pencil is shown writing on a sheet of lined paper. The paper features a handwriting practice chart with rows of letters and numbers. The chart includes uppercase and lowercase letters from L to Z, and numbers from 1 to 0. The text 'Writing Assessment Framework Year 6' is overlaid in the center of the page.

**Writing
Assessment Framework
Year 6**

These Teacher Assessment Frameworks (TAFs) will support teachers across the primary age range to identify children's current attainment against national curriculum expectations for their year group for writing.

These can be used at points across the year to consider the likelihood of meeting end of year standards. Throughout the year teachers will record judgements as working within working towards (WWT), working towards (WT), working within expected (WEX), working at expected (EX), working within greater depth (WGD) and working at greater depth (GD).

'Pupil can' statements

'Pupil can' statements are performance indicators to give a snapshot of a pupil's attainment at the end of the year. The statements listed in a standard describe what a pupil working at that standard should be able to do. Within the standards, some statements are shaded grey. These are spelling statements from the National Curriculum and if children are using these words, they should be spelling them correctly. However, they would not stop a child being that standard.

Qualifiers and examples

Some of the statements within these frameworks contain qualifiers ('some', 'many' and 'most') to indicate the extent to which pupils should demonstrate the knowledge or skill required. Where qualifiers are used, they have consistent meaning: 'most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and 'some' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent. Some of the statements contain examples. These do not dictate the evidence required, but only how that statement might be met.

Evidence

While the teacher's knowledge of pupils can inform judgements, these must be based on sound and demonstrable evidence. This ensures that judgements are as objective as possible, and consistent between classes and schools. **Specific evidence does not need to be 'produced'; what pupils can do should be evident in their work.**

Evidence should come from day-to-day work in the classroom and can be drawn from a variety of sources: the only requirement is that it supports the judgement being made. The type of evidence will vary from school to school, class to class, and even pupil to pupil. **A pupil's work in books will often have all the evidence a teacher needs**, but evidence might come from a number of potential additional sources, such as projects, assessment notes (for example, guided reading records, phonics records, notes on mathematics exercises), classroom tests and assessments.

The form of evidence supporting a teacher's judgement is entirely up to the teacher, provided that it meets the requirement of the frameworks.

A pupil's work in English alone may provide sufficient evidence to support the judgement, although evidence should ideally include work in other curriculum subjects.

Teachers may consider a single example of a pupil's work to provide evidence for multiple statements. A teacher will, of course, see multiple statements evidenced across a collection of work. However, depending on the statements and the nature of the evidence, sometimes one example will be enough.

In English writing, it may be the case that a single, comprehensive example of writing is sufficient to show that a pupil can exemplify a statement.

A flexible approach

The approach to teacher assessment of English writing recognises and reflects the nature of the subject and that a degree of subjectivity is needed to assess it. Teachers are therefore afforded flexibility in reaching a rounded judgement about a pupil's overall attainment in writing.

A teacher must still assess a pupil against **all** of the 'pupil can' statements within the standard at which they are judged to be working. While a pupil's writing *should* meet all the statements within that standard (since these represent the key elements of English writing within the national curriculum), teachers can use their discretion to ensure that a particular weakness does not prevent an accurate judgement of a pupil's overall attainment being made.

When a teacher deems that a pupil meets a standard despite a particular weakness, they must have **good reason** to judge that this is the most accurate standard to describe the pupil's overall attainment. The reason for this is likely to vary from pupil to pupil but, in all instances, teachers must be confident that the weakness is an exception in terms of the pupil's overall attainment.

A **particular weakness** can relate to a part or the whole of a statement; the only consideration is whether it prevents an accurate judgement from being made overall. A particular weakness may well relate to a specific learning difficulty, but it is not limited to this. In addition, a specific learning difficulty does not automatically constitute a particular weakness which would prevent an accurate judgement. The same overall standard must be applied equally to all pupils.

Spelling

A pupil's standard in spelling should be evident throughout their writing. However, **spelling tests** can provide additional evidence of pupils' independent spelling. The frameworks refer to spellings within the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to spell. Where examples of spellings have been included in the frameworks these are to exemplify the coverage in that particular year group and not an exhaustive list that children need to incorporate. However, if children are using these teachers should assess these.

At KS1 the common exception words listed are non-statutory examples to show words with grapheme-phoneme correspondences that do not fit in with what has been taught so far. Pupils are not required to use all of the examples of the common exception words; teachers should assess the words that pupils do use.

End of key stage 2 statutory assessment – 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 list 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

Year 3/year 4

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine important increase interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

Year 5/year 6

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht

End of key stage 2 statutory assessment – 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 and 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 (e.g. inverted commas and other punctuate to indicate direct speech)
- spell correctly most words from the year5/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

Year 5/year 6

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht

Punctuation taught at key stage 2 – using commas after fronted adverbials, apostrophes to mark plural possession, direct speech, commas to clarify meaning or avoid ambiguity, hyphens to avoid ambiguity, brackets, dashes or commas to indicate parenthesis, colon to introduce a list and semi-colons within lists, consistency in punctuating bullet points to list information, colons, semi-colons or dashes to mark boundaries between independent clauses

End of key stage 2 statutory assessment – 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 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 accurately (e.g. semi-colons, dashes, colons and hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity^

[There are no additional statements for spelling or handwriting]

Punctuation taught at key stage 2 – using commas after fronted adverbials, apostrophes to mark plural possession, direct speech, commas to clarify meaning or avoid ambiguity, hyphens to avoid ambiguity, brackets, dashes or commas to indicate parenthesis, colon to introduce a list and semi-colons within lists, consistency in punctuating bullet points to list information, colons, semi-colons or dashes to mark boundaries between independent clauses