

Helping your child to achieve a level 3 in writing.

Children in Year 6 will receive a teacher assessment level in writing at the end of the year. This level will be based on all the independent writing that your child completes throughout the year. Children who are working at a level 3 are working *below age related expectations*. Below is a list of writing skills that you should develop with your child to help them achieve a level 3.

SENTENCES AND PUNCTUATION

- Sentences extended with simple connectives *and, but, so*.
- May include complex sentences (main clause and subordinate clause) Use of *when, because* or *if*
- Subjects (*dogs, Ali*) and verbs (*played*) simple and repeated
- Tense choice generally consistent and appropriate to task *past, present* or *future*.
- Some use of modals (*can, will, should, must*)
- Sentence structure is varied e.g use of direct speech ; simple adverbials (*we played after tea... it was scary in the tunnel*).
- Simple noun phrases used with some description through simple adjectives (*dark dungeon*).
- Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists. Some use of speech punctuation. . A ! ? , “

ORGANISATION AND STRUCTURE

- Use of a brief introduction (opening) and ending.
- Tries to organise related ideas in sections or paragraphs to structure the whole piece
- Tries to sequence ideas logically (chronologically or importance)
- Simple adverbials (to give more information about the verb) may link sentences.
- Pronouns (replace a noun) may link sentences, sections or paragraphs (*when we got there, after that*).
- Some linking of ideas / events – may not flow.

OVERALL TEXT AND IMPACT ON THE READER

- Some awareness of the purpose of the text by using relevant content and trying to interest the reader.
- Features of writing generally appropriate to the task, e.g. *use of dialogue in a story; use of first person for a letter; use of imperative verbs in instructions.*
- The text may be imbalanced, e.g. *over use of dialogue in a story.*
- Viewpoint (opinion and attitude) is given, but may not be the same throughout.
- Some detail and description of events or ideas expanded through vocabulary or explanation *i.e. using simple adverbs, adjectives*
- Some vocabulary used for effect or appropriateness to task.

