

Helping your child to achieve a level 4 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 4 are working *at age related expectations*. Below is a list of writing skills that you should develop with your child to help them achieve a level 4.

SENTENCES AND PUNCTUATION

- Sentences are mostly grammatically correct, e.g. subject / verb agreement (*they are going to the shop*) correct use of tense (*past, present or future*) person (*I, you, Ali*) and correct use of subordinating clauses
- Using sentence openers to vary the structure. Adverbials (*some time later, as we ran, once we had arrived...*), subject reference (*they, the boys, our gang...*), speech to begin a sentence.
- Variety in subordinating connectives, e.g. *because* the rain can damage their skin...*which* was strange...*if* she could...
- Appropriate use of tense. Either past, present or future (*playing, played, will play etc..*)
- Use of modals to express either prediction, possibility or permission, e.g. *should, might, could*.
- Simple modifiers (adjectives and adverbs) give meaning to the subject (*very large tree, drove quite slowly*).
- Most sentences correctly punctuated, e.g. some commas for clauses; apostrophes mark contractions, inverted commas show the beginning and end of speech. , ‘ “ “

ORGANISATION AND STRUCTURE

- An appropriate opening and closing, which may be linked.
- The text is organised through sequencing, e.g. simple chronological stages; ideas grouped by related points; subheadings.
- Linked events or ideas are organised into paragraphs or sections to make the text clear for the reader
- Connections within and between paragraphs through use of continued subject / topic, e.g. pronouns, adverbials, connectives (*Eventually we...Before long...*)
- Some links made between paragraphs - reference made to the previous paragraph.
- Paragraphs may be extended and developed around a topic, main point, event, or idea through explaining or additional detail.

OVERALL TEXT AND IMPACT ON THE READER

- Writing is clear in purpose and includes relevant content to inform and engage the reader.
- Features of the text type are appropriate to the task e.g. *choice of tense / verb form; layout; formality*
- Some features of the text type may be adapted, e.g. background information given on a story character or the use of quotes within a report.
- The whole text is balanced, e.g. between action and dialogue; fact and comment.
- Viewpoint is given throughout. Some different attitudes / opinions may be written.
- Some use of expert comments may be used to sound reliable to the reader (*rabbits are popular pets because they can live outdoors in all weather*).
- Ideas and events are developed through careful choice of phrases and vocabulary, e.g. technical terminology; language to make the reader visualise; word choice for effect or emphasis.
- Some use of stylistic features, e.g. *formal / informal vocabulary; appropriate use of similes*.

