

Helping your child to achieve a level 5 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 5 are working *above age related expectations*. Below is a list of writing skills that you should develop with your child to help them achieve a level 5.

SENTENCES AND PUNCTUATION

- Vary sentence length (*simple, compound and complex*), structure and subject to develop ideas.
- State key issues / facts clearly by emphasising detail and description for the reader.
- Different sentence types used correctly, e.g. questions, direct / reported speech, commands , descriptive.
- A wider range of subordinating connectives (*whilst, until, despite*) are used.
- Use of several subordinating clauses within one sentence to add detail or emphasis for the reader ('*Because of their courageous efforts, all of the passengers were saved, which was nothing short of a miracle*' or '*Whilst under my roof, you will obey my rules, which are clearly displayed*').
- Emphasis may be created through word order and use of the active / passive voice where appropriate. E.g '*Harry ate two bananas today*' (*active*) or '*At breakfast, two bananas were eaten by Harry*' (*passive*)
- Different verb forms (*sing, sang, sung, singing, sings*) and appropriate tense choice (*past, present, future*) are used throughout accurately (*it will probably leave of its own accord...we could catch a later train, but will we arrive on time?*)
- Modifiers (*adjectives and adverbs*) are used to emphasise the meaning of the sentence, e.g. *extremely angry*.
- Range of punctuation used correctly, e.g. commas mark for clauses, brackets, dashes. , () - ;

ORGANISATION AND STRUCTURE

- The whole text is clearly developed through organisation of the paragraphs / section
- Clear links between paragraphs or sections give structure to the whole text, e.g. between topics; connections made between the opening and ending.

- Sequencing and specific organisation of paragraphs and / or sections make the whole text effective for the reader.

- Information or events developed in detail in each paragraph / section.

- Information within a paragraph is organised by - importance, chronology, building tension or giving comments / thoughts.

-Different ways to develop ideas within and between paragraphs e.g. pronouns; adverbials; connectives; subject specific vocabulary; repeated phrases (*However, it should be stated...Biological changes...Despite their heroic efforts...*).

OVERALL TEXT AND IMPACT ON THE READER

-Purpose of writing is clear throughout and some effective content chosen to inform / engage the reader.

-Features of text type are used effectively e.g. appropriate selection and variation of tense; choice of person; level of formality; changing of content for text type and audience.

-The whole text is precise with some effective selection and ordering of text to engage the reader, e.g. placement of significant ideas / events for emphasis; reflective comments; opinion; dialogue.

-Viewpoint is clear throughout with some development of opinion, attitude.

-Ideas and events developed through elaboration, and imaginative detail, e.g. expansion of key events / detailed description.

- Vocabulary mostly appropriate to text type and precise word choice may create impact for the reader and emphasise meaning.

-Use of different stylistic features may support purpose of the text and effect on the reader, e.g. *alliteration, metaphors, puns, emotive phrases*.

