

## Year 6 Writing Scaled Score Checklist.

Name .....

The number in brackets tells you the number of scaled points it is worth. Start with **79** points. Add on your score.

<b><u>Working Towards Criteria:</u></b> 92 points for WTS	Piece 1:	Piece 2:	Piece 3:	Piece 4:	Piece 5:	Piece 6:
<b>Text-type:</b>						
I can write for a range of purposes and use paragraphs to organise my ideas (1)						
My writing makes sense (1) [e.g. consistent tense; subject / verb agreement]						
My handwriting is clear. (1)						
I can structure non-fiction writing using sub-headings, bullet points etc. (1)						
I include FANBOYS conjunctions. (1)						
I include subordinating conjunctions. (1)						
I can describe settings and characters. (1)						
Mostly correct capital letters. (1-2)						
Mostly correct full stops. (1-2)						
Mostly correct question marks. (1)						
Mostly correct commas for lists. (1)						
Mostly correct contractions, e.g. don't, can't, wouldn't. (1)						
I can include correctly spelt year 3/4 words. (1-2)						
I can include some correctly spelt year 5/6 words. (1)						
<b>Total Score:</b> <b>/96</b>						

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<b>Expected Standard Criteria: 103 FOR EXS</b>	Piece 1:	Piece 2:	Piece 3:	Piece 4:	Piece 5:	Piece 6:
I can write with cohesion within and across paragraphs [e.g.conjunctions, adverbials, pronouns, synonyms]. (1)						
I can punctuate inverted commas accurately. (1)						
I can integrate dialogue to convey a sense of character and / or to advance the action [e.g. accents, personality etc.]. (1)						
I can use a joined, legible style of writing. (1)						
I select interesting vocabulary, including expanded noun phrases, prepositions and hyphenated words [e.g. hot-pink]. (1)						
I can use the passive voice. (1)						
I can use modal verbs—should, would, could, might, must. (1)						
I can keep the tense consistent. (1)						
I can write in the appropriate form and structure and show awareness of reader [e.g. first person in diary; imperative verb in instructions; rhetorical questions]. (1)						
I can use commas for clauses - between a subordinating clause and a main clause and after a fronted adverbial. (1)						
I can use apostrophes for possession. (1)						
I can spell Y5/6 words and can use a dictionary to check spelling of ambitious words. (1)						
I can use parenthesis: brackets, dashes or commas correctly. (1)						
I can use semi colons between clauses to replace a co-ordinating conjunction, e.g. The sun was shining; we went outside. (1)						
I can use semi-colons in an extended list. (1)						
I can use colons to show extra information. (1)						
<b>Total Score: /112</b>						

<b>Greater Depth Criteria 113 for GDS</b>	Piece 1:	Piece 2:	Piece 3:	Piece 4:	Piece 5:	Piece 6:
I can neatly join my handwriting and present work appropriately. (1)						
I can correctly use ambitious vocabulary throughout and use ideas from my reading . (1-2)						
I can use figurative language for effect. (1)						
My writing is controlled throughout. (1)						
I have used a range of punctuation with accuracy (1-2)						
I can write formally . (1)						
I can show switches in formality in a piece of writing, e.g. contractions/dialect in speech in narrative or speak to the reader directly (1)						
<b>Total Score: /122</b>						
<b>Number of errors:</b>						
<b>Final score:</b>						