



Standard 7: Year 6/P7

Standard 7 can be used both for the termly formal assessment of children's writing throughout Year 6/P7 and to identify the next steps required for progress.

Essential Standard 6 skills

The following skills must be secured as a priority in Year 6/P7:

- Show variety in sentence type and structure, including the confident use of a range of sentence openings, punctuation for effect and the inclusion of additional detail and/or description.
- Use very interesting language with a wide range of words that are ambitious for their age and some literary features (e.g. alliteration, onomatopoeia, figurative language, etc.).
- Use the full range of punctuation accurately (as and when appropriate).
- Use a range of formal and informal styles or 'voice' when appropriate.
- Use a wide range of connectives for the full range of purposes and begin to use more sophisticated connectives.
- Produce handwriting that is fluent, neat and joined.
- Organize writing appropriately, including the use of paragraphs and a range of organizational devices.
- Initiate edits and improvements to their work by proof reading what they have written.

Children are expected to be a 'Secure Standard 6' by the end of Year 5 in order to be on track to meet national expectations at the end of KS2.

Standard 7: Year 6/P7 – end of year expectation

By the end of Year 6/P7, children should be able to:

- demonstrate a wide range of the criteria in Standards 6 and 7 effectively and in a well-managed and mature way, within a single piece of totally independent writing (one and a half sides or more)
- Write with at least 98% accuracy across all aspects of their writing, e.g.
 - text type/genre
 - response to stimulus or purpose
 - basic skills
 - 'writing voice'

A secure of Standard 7 requires the production of a striking piece of writing, similar to that of a literate adult, although the stimulus may be more age appropriate. When asked, "How might this be appropriately improved?" there should be little or no improvement identifiable.

Children who are a 'Secure Standard 7' should easily meet the curriculum expectations at the end of key stage 2.



STANDARD 7: Year 6/P7

Name:

Date:

No	Criteria	Evidence? (✓, ✗, ●)
1	Can spell all vocabulary correctly apart from rare technical or obscure words. (Must have used unusual, ambitious vocabulary that is spelt correctly.)	
2	Can open and close writing in interesting, unusual or dramatic ways, when appropriate.	
3	Can use the full range of punctuation accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis, etc.	
4	Can write neatly, legibly, accurately and fluently, in a joined style.	
5	Can vary font for effect or emphasis when appropriate (print, italics or capitalization). There may only be one example.	
6	Can use a wide range of conventions appropriately to the context, e.g. paragraphs, sub and side headings, addendum, footnote, contents, etc.	
7	Can use a wide range of sophisticated connectives, including conjunctions, adverbs and prepositions, to show time, cause, sequence and mode, including to open sentences sometimes.	
8	Can use clauses confidently and appropriately for audience and purpose.	
9	Can use implicit links within a text, e.g. referring back to a point made earlier or forward to more information or detail to come.	
10	Can use complex groupings for effect, before or after the verb. (For example: 'How I love the warmth of the summer breeze, the lapping of the waves and the soft swishing of the sand beneath my sandals.') There may only be one example.	
11	Can use a range of techniques to interact or show awareness of the audience, e.g. action, dialogue, quotation, aside, suspense, tension, comment.	
12	Can write with maturity, confidence and imagination.	
13	Can adapt writing for the full range of purposes, always showing awareness of audience and purpose.	
14	Can consciously vary levels of formality according to purpose and audience.	
15	Can sustain a convincing viewpoint throughout the piece of writing, e.g. authoritative, expert, convincing portrayal of character, opposing opinions, etc.	
16	Can use a wide range of ambitious vocabulary accurately and precisely (they should be words that are not usually used by a child of that age).	
17	Can use two or more stylistic features to create effect within the text, e.g. rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, groupings, elaboration, nominalization, impersonal voice, universal appeal (such as 'Everyone agrees that...').	
18	Can use creative and varied sentence structures when appropriate, intermingling with simple structures for effect.	
19	Can always construct grammatically correct sentences, unless using dialect or alternative constructions consciously for effect.	
20	Can use pertinent and precise detail as appropriate.	
21	Can demonstrate a wide range of the criteria in Standard 7 effectively and in a well-managed and mature way, within a single piece of totally independent writing (of at least one and a half sides of A4).	

Assessment score

0–6 ticks = not yet working at this Standard; review against Standard 6.
7–10 ticks = Developing

11–17 ticks = Secure
18–21 ticks = Advanced