

educationGateshead ASSESSMENT PROFILE (G.A.P)
YEAR 6

STAGE D CONTINUED: Typical Range of Year 6 Attainment			
	Beginning to develop Year 6 expectations	Embedding understanding of Y6 expectations	Securely demonstrates application of Y6 expectations
Sentence Structure	Confidently uses relative clauses (beginning with: who, which, why, whose, where, that) and relative clauses with an omitted relative pronoun when appropriate (and when the omission of the relative pronoun makes the sentence more effective)	*Usually uses a range of clauses – relative, embedded and subordinating – to add detail, express time, show contrast, show concession and show cause and effect	Beginning to vary the position of main and subordinate clause to achieve different effects - suspense, impact and emphasis e.g. When the door opened, <u>Pat let out a terrified scream.</u> (Main clause at the end used to create suspense. What or who made her scream?) <u>Although the journey may be long,</u> we will have the most amazing adventure. (subordinating conjunction used to 'play down'/negate the importance of the first part and 'play up'/emphasise the main clause (good for argument and persuasion)
	Is able to recognise and use question tags within speech in narratives and understands that these replicate informal speech patterns e.g. <i>you did get the bread, didn't you?</i>	Can maintain formality or informality throughout a piece of writing e.g. Informal tone in a diary entry with use of contractions and the vernacular. Formal tone in a letter of complaint or report with no contractions and more technical/expert vocabulary	Demonstrates control over sentence length appropriate to purpose and context e.g. short sentences for tension and pace, longer sentences for description Can use different sentence structures to show formal and informal speech Informal writing - use of question tags: <i>He's your friend, isn't he?</i> Direct address to the reader: <i>If you love a challenge...</i> , vernacular and replicating speech: <i>"C'mon then."</i> <i>The words stuck in my throat.</i> contractions Or Formal writing: Use of subjunctive verb forms e.g. <i>If I were ... Were they to...</i> <i>It is essential that he be allowed...</i> <i>I suggest he think carefully about his decision,</i> technical / expert vocabulary, formal use of modals: <i>Should it rain, we may have to...</i> <i>Most people might ask...</i>
	Can recognise and write using passive voice in guided/teacher-led tasks	Understands the need to use passive voice in science reports e.g. <i>'Acid was poured onto the metal (as opposed to 'I poured acid onto the metal')</i> to achieve a more formal style	Can use the passive voice to affect the presentation of information in a sentence e.g. <i>The ring was stolen (as opposed to: The thief stole the ring)</i> for a specific effect e.g. to focus on the action or keep an identity secret/add mystery. In more formal report writing e.g. <i>It was felt that...</i> , <i>It was agreed that...</i> , it is widely believed that...
Punctuation	Beginning to use a colon to introduce a list Some use of semi-colons within a more complex list, e.g. <i>He grabbed: his brand new waterproof jacket; dark brown walking boots and car keys.</i>	Mostly uses a colon to begin a list, and semi-colons within a more complex list	Starting to use semi-colons to indicate a stronger sub division in sentences (most effectively used to show a cause and effect relationship or opposites e.g. <i>Catherine is a good student; she studies all the time.</i> <i>Jon bought a new set of drums; his neighbours put their house up for sale.</i> Starting to use of colons to mark the boundary between independent clauses e.g. <i>The match was called off: it had been raining all week (colon used to replace 'because' to show a direct link).</i> <i>Lisa was upset: John had a nervous breakdown. (explains why Lisa was upset)</i>
	In guided/teacher led tasks can maintain consistency of punctuation of a bullet pointed list	Within a bullet pointed list is able to choose for themselves whether to capitalise each new bullet point or not (although there may still be some inconsistency)	Punctuation of bullet points to list information (agreed punctuation to be used consistently within a bullet-pointed list)
	Mostly uses the correct punctuation to demarcate speech		Mostly uses previously taught punctuation accurately
			Use of hyphens to avoid ambiguity e.g. <i>I'd like an extra large pizza OR I'd like an extra-large pizza.</i>

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	Beginning to develop Year 6 expectations	Embedding understanding of Y6 expectations	Securely demonstrates application of Y6 expectations
Text Structure and Organisation	Using a range of conjunctive adverbs within their writing e.g. <i>consequently, however, despite, furthermore, meanwhile, therefore</i> to link ideas within paragraphs	Usually creates effective links across paragraphs using grammatical connections such as: pronouns, adverbials (on the other hand, in contrast, as a consequence) and subject specific vocabulary (but this may not be sustained across genres)	*Development and control of content across paragraphs e.g. through repetition of phrases to add emphasis – i.e. a character's temper constantly being mentioned throughout paragraphs until it erupts at the end (Narrative) / a word/phrase that reminds the reader and reinforces the purpose of the text (non-fiction) *Usually links ideas across paragraphs by using the range of cohesive devices taught
	Links established between paragraphs, although transitions may be awkward or abrupt	Beginning to link paragraphs through content e.g. paragraph 1 introduces idea of creature having sharp claws; paragraph 2 how he uses his claws e.g. <i>It tore its prey to shreds piece by piece, its sharp claws ripping the flesh..</i>	Able to use ellipses independently to link paragraphs and create particular effects, e.g. <i>to signal a flashback, to generate uncertainty at the end of one paragraph leading onto the next one with a change of pace.</i>
			Will independently apply a wide range of layout devices, e.g. <i>headings, sub-heading, columns, bullet, diagrams, tables</i> to structure texts
Composition & Effect	Writing evidences carefully selected content to inform / engage the reader	Writing shows a secure grasp of the chosen genre	Writing shows the child was able to identify the audience for and purpose of the writing and to select the appropriate form/genre
	Viewpoint / Characterisation is established and sometimes maintained through imagery and additional detail, e.g. <i>Simon was consistently in trouble at school and today was no different. "Watch where you're going!" he shouted at a passing child. He put his hands in his pockets and stared angrily at the black tarmac.</i>	Viewpoint/Characterisation is established and usually maintained through the use of moods, feelings, emphasising details	Viewpoint/Characterisation is established and usually maintained. Contrasting attitudes and opinions may be presented. Some use of expert commentary may be used to suggest credibility, e.g. <i>Simon's mum looked at her son in a loving way as he sauntered on his way to school. Is graffiti art or vandalism?</i>
	Usually uses words effectively and deliberately to create a desired effect (consistent style used) Developing greater precision in the choice of adverbs, prepositions and noun phrases	Able to select and use technical and precise language, e.g. <i>A ripple of anticipation spread around the stadium when the team emerged from the tunnel.</i>	Selecting appropriate vocabulary, understanding how such choices can change and enhance meaning - Ideas developed through elaboration and imaginative detail, e.g. <i>The dilapidated house, which had been abandoned for what seemed like hundreds of years, suddenly came to life. These unique chocolates are the greatest known to human kind.</i>
	In narratives, uses some of the following: describing settings, describing characters and atmosphere, integrating dialogue to convey character and advance the action.	In narratives, uses most of the following: describing settings, describing characters and atmosphere, integrating dialogue to convey character and advance the action.	In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action (demonstrates ability to balance different elements)
Handwriting	<p>Write legibly, fluently and with increasing speed by:</p> <p>*Choosing which shape of a letter to use when given choices</p> <p>*Deciding as part of their personal style, whether or not to join specific letters</p> <p>*Choosing the writing implement best suited to the task</p>		