Year 6: Evidence Gathering Grid (EGG) ASSESSMENT DOCUMENT

Name:			Date/title/book:				
COMPOSITION: PURPOSE & AUDIENCE	WTS: Write for a range of purposes.						
	EXS: Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). [From Y6 PoS: this must include examples of more formal writing.]						
	GDS: Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).						
	WTS: In narratives, describe settings and characters.						
	EXS: In narratives, describe settings, characters and atmosphere.						
	EXS: Integrate dialogue in narratives to convey character and advance the action.						
	WTS: Use paragraphs to organise ideas.						
	WTS: In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).						
	EXS: Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.						
	From PoS: Make choices in drafting and revising writing, showing understanding of how these enhance meaning.						
	From PoS: Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).						
GRAMMAR	**EXS: Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).**						
	EXS: Use verb tenses consistently and correctly throughout their writing.						
	GDS: Distinguish between the language of speech and writing and choose the appropriate register.						
	GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.						
PUNCTUATION	WTS: Use … mostly correctly	capital letters.					
		full stops.					
		question marks.					
		commas for lists.					
		apostrophes for contraction.					
	EXS: Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).						
	GDS: Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.						
TRANSCRIPTION	WTS: Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list.						
	EXS: Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.						
	WTS: Write legibly.						
	EXS: Maintain legibility in joined handwriting when writing at speed.						

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