

Year 6 WILF (What I'm Looking For)

Writing matches the purpose (select language that shows good awareness of reader (e.g. the use of first person in a diary, direct address in instructions))	
Using inverted commas mostly correctly and other punctuation to indicate direct speech	
Using commas for clarity mostly correctly	
Using apostrophes to mark plural possession mostly correctly	
Using semi-colons, colons, brackets, dashes and hyphens mostly correctly	
Use the range of punctuation taught at key stage 2 mostly correctly	
Using organisational and presentational devices to structure text and to guide the reader	
In narratives, describe settings, characters and atmosphere	
Integrate dialogue in narratives to convey character and advance in action	
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narratives; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across and within paragraphs	
Using the perfect form of verbs to mark relationships of time and cause mostly accurately	
Use verb tenses consistently and correctly throughout the writing	
Using a wide range of clause structures, sometimes varying their position within the sentence	
Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision	
Spelling correctly most words ending in -cious, -tious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ible, -ably, -ibly	
Adding suffixes beginning with vowel letters to words ending in -fer mostly correctly	
Spelling most words with ei after c correctly	
Spelling most words containing the letter string ough correctly	
Spelling most homophones correctly in Appendix 1 (Years 5 and 6)	
Spelling most Year 5 and 6 words correctly (assessed using statements listed above and Year 5 and 6 word list) and use a dictionary to check the spellings of uncommon or more ambitious vocabulary	
Maintain legibility in joined handwriting when writing at speed	

These statements have been taken from the KS2 Interim Teacher Assessment Framework for Writing (working at the expected standard), the Years 5 and 6 Programme of Study in the English National Curriculum and Appendices 1 and 2.