

Student Name:

Date:

<b>Year 6</b> <b>Rubric/Guide to</b> <b>Making Judgement</b> <b>Information Report</b>	<b>Very High</b> A thorough understanding and uses a high level of skill in both familiar and new situations.	<b>High</b> A clear understanding and uses a high level of skill in familiar situations and is beginning to use skills in new situations.	<b>Sound</b> Has an understanding and uses skills in familiar situations.	<b>Developing</b> Understands aspects of and uses varying levels of skill in familiar situations.	<b>Emerging</b> A basic understanding and is beginning to use skills in familiar situations.
<b>Text Structure</b> The organisation of the structural components of writing a text aligns to an appropriate and effective text structure.	<ul style="list-style-type: none"> <li>The text is always logically organised with the correct use and structure of paragraphs.</li> <li>Uses paragraphs to separate overviews, initial and concluding statements.</li> <li>Includes appropriate titles, headings, subheading and graphics to create meaning.</li> <li>Successfully follows the information report structure:               <ul style="list-style-type: none"> <li>title</li> <li>introduction/opening statement</li> <li>contains a variety of information with supporting detail</li> <li>the ending which effectively concludes the text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Uses paragraphs correctly, as they understand that it helps to create a coherent and complex text.</li> <li>Consistently follows the information report structure:               <ul style="list-style-type: none"> <li>title</li> <li>introduction/opening statement</li> <li>contains a variety of information with headings, subheadings, topic sentences and detail</li> <li>the ending which effectively concludes the text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognises the required structure and predominately follows the information report structure:               <ul style="list-style-type: none"> <li>title</li> <li>introduction/opening statement</li> <li>contains a variety of information with supporting detail and subheadings</li> <li>the ending which concludes the text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Requires some support to recognise the structural elements of an information report and to produce a written text.</li> <li>May use a modeled text for assistance/prompts.</li> <li>Some of the structural elements may have been included without assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Requires significant support to produce a written text.</li> <li>Has difficulty recognising structural elements.</li> <li>Text may have some structural elements but may not be relevant or it is difficult to recognise the structure.</li> </ul>
<b>Ideas</b> The selection, relevance and elaboration of ideas.	<ul style="list-style-type: none"> <li>Brainstorms and plans writing well.</li> <li>Explains issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.</li> <li>Selects specific details from the text to develop their own response and information.</li> <li>Includes a well-balanced information report using effective language and word groups/phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorms and plans on their own and collaboratively</li> <li>Topic has relevant information and facts that have been researched using a variety of credible sources.</li> <li>Technical language has been used effectively.</li> <li>Compound and complex sentences have been used to elaborate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorms and plans though their ideas are basic</li> <li>Understands how ideas can be expanded through compound and complex sentences.</li> <li>Complex sentences are used to elaborate, extend and explain ideas.</li> <li>Topic has been well-researched using credible sources.</li> </ul>	<ul style="list-style-type: none"> <li>Information report lacks in some areas</li> <li>Requires support to brainstorm and plan information and factual details.</li> <li>Requires assistance to present ideas on paper in a logical manner.</li> <li>Needs assistance to understand the difference between main and subordinate clauses and that a complex sentence involves these.</li> </ul>	<ul style="list-style-type: none"> <li>Information report can be jumbled and hard to understand</li> <li>Requires significant support to:               <ul style="list-style-type: none"> <li>Brainstorm topics and ideas and use their own knowledge and beliefs</li> <li>Create a plan prior to writing</li> <li>Present their findings in a logical manner</li> </ul> </li> </ul>
<b>Language Features and Vocabulary</b> The range and precision of contextually appropriate language choices as well as appropriate devices.	<ul style="list-style-type: none"> <li>Expectations are beyond that expected of Year 6, for example:               <ul style="list-style-type: none"> <li>Uses abstract nouns, classification, description, and generalisation in building knowledge of a topic</li> <li>Uses unfamiliar technical vocabulary that is relevant to the topic</li> <li>Understands how the choice of language features, images, and vocabulary affect the meaning</li> <li>Uses effective noun group/phrases</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Uses vocabulary to express greater meaning about a topic.</li> <li>Builds up descriptive details about a topic using group/phrases to increase the ability to inform.</li> </ul>	<ul style="list-style-type: none"> <li>Uses expressive verbs.</li> <li>Uses vocabulary choices including evaluative language (positive and negative language choices) to express meaning.</li> <li>Uses complex sentences that use unfamiliar technical vocabulary, figurative language, and the information is presented in various types of graphics.</li> <li>Uses appropriate headings, subheadings, and topic sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to use some technical vocabulary but this is often overused.</li> <li>Requires assistance to include effective word groups/phrases.</li> <li>Needs assistance to correctly use headings and subheadings.</li> </ul>	<ul style="list-style-type: none"> <li>Needs assistance to use relevant and technical vocabulary.</li> <li>With assistance and prompting, will use basic word groups/phrases to increase meaning and complexity:               <ul style="list-style-type: none"> <li>Relies on illustrations to elaborate on detail</li> </ul> </li> </ul>

<b>Cohesion</b> The control of multiple threads and relationships across a piece of text, achieved through using: <ul style="list-style-type: none"> <li>Grammatical elements (referring words, text connectives, conjunctions)</li> <li>Lexical elements (substitutions, repetitions, word association)</li> </ul>	<ul style="list-style-type: none"> <li>Consistent application and expectations are beyond Year 6 level, for example: <ul style="list-style-type: none"> <li>understands that coherence relies on devices that signal text structure e.g. chapter headings, subheadings, introductory and concluding paragraphs</li> <li>understands how their choice of conjunctions enables them to elaborate and expand their ideas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Writing effectively hooks in the reader.</li> <li>The text is easy to read and maintains interest by the effective text structures like chapter headings and appropriate paragraphs.</li> <li>Uses synonyms and antonyms to develop cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>The writing flows and is clear.</li> <li>Uses cohesive links to omit and replace words e.g. 'Look at those apples. Can I have one?'</li> <li>Understands that cohesion is developed through repeating words by using synonyms or antonyms.</li> </ul>	<ul style="list-style-type: none"> <li>The text is short and does not always flow.</li> <li>Requires support to signal the reader about how the text is developing at the beginning of a sentence.</li> <li>The text has missing links and words are repetitive.</li> </ul>	<ul style="list-style-type: none"> <li>Requires support to: <ul style="list-style-type: none"> <li>produce a piece of text that flows and makes sense</li> <li>use grammatical and lexical elements correctly</li> </ul> </li> </ul>
<b>Paragraphing</b> The segmenting of text into paragraphs that assists the reader to follow a piece of text.	<ul style="list-style-type: none"> <li>Consistent with using structured paragraphs.</li> <li>Understands when to use initial and concluding paragraphs and how much complex texts rely on them.</li> </ul>	<ul style="list-style-type: none"> <li>Organises information into logical and detailed paragraphs to sequence a text.</li> <li>Recognises the importance of, and uses topic sentences in paragraphs.</li> <li>Understands there are different types of paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Organises information into paragraphs.</li> <li>Paragraphs include a topic sentence.</li> <li>Paragraphs are grouped relating to information.</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph use is inconsistent.</li> <li>Requires some support in identifying how and where to begin a new paragraph.</li> <li>Requires assistance when grouping together information for paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph use is minimal.</li> <li>Often requires support in identifying how and where to begin a new paragraph.</li> <li>Often requires assistance when grouping together information for paragraphs.</li> </ul>
<b>Sentence Structure</b> The production of grammatically correct, structurally sound and meaningful sentences.	<ul style="list-style-type: none"> <li>Consistent sentence structure when writing. Goes beyond that expected of Year 6, for example: <ul style="list-style-type: none"> <li>using noun groups/phrases in subordinate clauses</li> <li>using the appropriate sentence structure to increase the density of information</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Sentences flow and are grammatically correct.</li> <li>Attempts to use conjunctions to extend complex sentences.</li> <li>Knowing the difference between simple present tense and simple past tense.</li> </ul>	<ul style="list-style-type: none"> <li>Uses complex sentences to elaborate, extend and explain ideas.</li> <li>Knows the difference between simple present tense and simple past tense and uses these correctly.</li> <li>Knows that a complex sentence consists of the main clause and subordinate clause.</li> <li>Uses noun groups/phrases and adjective groups/phrases to create a richer text with fuller descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>Requires some support to: <ul style="list-style-type: none"> <li>use conjunctions to extend complex sentences</li> <li>use complex sentences to elaborate information</li> <li>recognises that main and subordinate clauses create complex sentences</li> <li>use noun groups/phrases and adjective groups/phrases to enhance the text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Requires significant support to construct sentences, which meet the requirements of Year 6.</li> <li>Sentences are basic and lack structure, depth, and description.</li> </ul>
<b>Punctuation</b> The use of correct and appropriate punctuation that aids reading of a piece of text.	<ul style="list-style-type: none"> <li>Punctuation usage goes beyond that expected of Year 6, for example: <ul style="list-style-type: none"> <li>begins to understand complex sentences with prepositional phrases and embedded clauses help to support meaning</li> <li>begins using statements to add opinions and views</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Consistent in the application and appropriate punctuation has not been overused.</li> <li>Correctly uses quotation marks to signal dialogue, titles and quoted (direct) speech</li> <li>Correctly states the opinion and views of characters using quoted (direct) speech</li> </ul>	<ul style="list-style-type: none"> <li>Correctly uses punctuation when writing: <ul style="list-style-type: none"> <li>full stops, question marks, exclamation marks, capital letters, commas</li> <li>apostrophes with common and proper nouns to show possession</li> </ul> </li> <li>Correctly uses commas to separate clauses</li> </ul>	<ul style="list-style-type: none"> <li>Often omits relevant punctuation</li> <li>Requires some support to use punctuation appropriately</li> <li>Requires some support to use commas to separate clauses appropriately</li> <li>Recognises why quotation marks are used in texts, however, does not apply this knowledge to their writing</li> </ul>	<ul style="list-style-type: none"> <li>Uses basic punctuation (full stops, question marks, capital letters, overuse of commas)</li> <li>Has difficulty applying other punctuation appropriately (exclamation marks, apostrophes of contraction, apostrophes of possession, quotation marks, commas to separate clauses)</li> </ul>

<b>Spelling</b> The accuracy of spelling and the difficulty of words used.	<ul style="list-style-type: none"> <li>• Spelling application goes beyond that expected of Year 6, for example:             <ul style="list-style-type: none"> <li>• begins to use knowledge of known words, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new and technical words.</li> <li>• begins to use phonic knowledge to write complex words using blending, letter-sound relationships, common and uncommon letter patterns</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consistent with the application.</li> <li>• Correctly spells more complex and uncommon words using spelling knowledge, for example:             <ul style="list-style-type: none"> <li>• knowledge of prefixes and suffixes</li> <li>• letter patterns and spelling generalisations</li> <li>• morphemic knowledge</li> <li>• word origins</li> <li>• Writes complex words with uncommon letter patterns using phonic generalisations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to spell more complex and uncommon words using spelling knowledge, for example:             <ul style="list-style-type: none"> <li>• expanding base words</li> <li>• spelling generalisations</li> <li>• common prefixes and suffixes</li> <li>• letter patterns and spelling generalisations</li> <li>• word origins</li> </ul> </li> <li>• Uses morphemic knowledge to spell technical words.</li> <li>• Uses a dictionary to explore correct spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent in the application.</li> <li>• Requires some support to use Year 6 spelling knowledge when spelling words.</li> <li>• Spells most high-frequency words correctly.</li> <li>• Relies on common letter patterns and spelling generalisations to spell new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires significant support to use Year 6 spelling knowledge when spelling words.</li> <li>• Correctly spells a small bank of high-frequency words.</li> </ul>
<b>Editing</b> Ability to re-read and edit own work to check for meaning, spelling, punctuation and grammar.	<ul style="list-style-type: none"> <li>• A consistent approach and goes beyond that expected of Year 6, for example:             <ul style="list-style-type: none"> <li>• editing own and others' work for meaning</li> <li>• removing repetition, refining ideas, reordering sentences and adding or substituting words for impact</li> <li>• using technology to jointly construct and edit</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Effectively edits own and others' work for meaning.</li> <li>• Offers edits that will create a greater impact on an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-reads and effectively edits own work for meaning and using agreed criteria.</li> <li>• Edits for coherence, sequence, dialogue, description and effective vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-reads and edits own work using agreed criteria.</li> <li>• Displays some explanations for editing choices.</li> <li>• Displays some editing skills but these may often be unnecessary edits.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal or no evidence of editing for meaning.</li> <li>• Sometimes requires support with editing.</li> <li>• Edits for basic text structure, flow, and description.</li> </ul>

Teacher Name: