



End of key stage 2 statutory assessment – Working towards the expected standard

Name:

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- uses punctuation mostly correctly
 - capital letters
 - full stops
 - question marks
 - commas for lists
 - apostrophes for contraction
- spelling most words correctly (year 3 and 4 list)
- spelling some words correctly (year 5 and 6 list)
- write legibly (no specific requirement for a pupil's handwriting to be joined.)

End of key stage 2 statutory assessment – Working at the expected standard

The pupil can:

- 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)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- 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)
- Use a range of devices to build cohesion within and across paragraphs
 - Conjunctions
 - Adverbials of time and place
 - pronouns
 - synonyms
- use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
 - Commas
 - Apostrophes
 - Inverted commas for speech
- use verb tenses consistently and correctly throughout their writing
- 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
- maintain legibility in joined handwriting when writing at speed (use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined)

End of key stage 2 statutory assessment – Working at greater depth within the expected standard

The pupil can...

- 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)
- distinguish between the language of speech and writing and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences are less likely in writing)
- 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