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| **End of KS2 assessment – working towards expected standard** |
| Name:  | Date |
| **The pupil can write for a range of purposes and audiences** |
| Using 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) |  |  |  |  |  |  |  |  |
| Using some cohesive devices, within and across sentences and paragraphs.*Determiners and pronouns which refer back to earlier words**Conjunctions and adverbs, which can make relations between words clear.**Ellipsis of expected words* |  |  |  |  |  |  |  |  |
| Using different verb forms accurately*Verbs should be grammatically accurate and be written in the correct tense.* |  |  |  |  |  |  |  |  |
| Using co-ordinating and subordinating conjunctions |  |  |  |  |  |  |  |  |
| Using mostly correctly : | Capital letters |  |  |  |  |  |  |  |  |
| Full stops |  |  |  |  |  |  |  |  |
| Question marks |  |  |  |  |  |  |  |  |
| Commas for lists |  |  |  |  |  |  |  |  |
| Apostrophes for contraction |  |  |  |  |  |  |  |  |
| Spelling most words correctly (year 3 and 4) |  |  |  |  |  |  |  |  |
| Spelling some words correctly (year 5 and 6) |  |  |  |  |  |  |  |  |
| Producing legible handwriting  |  |  |  |  |  |  |  |  |

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| **End of KS2 assessment – expected standard** |
| Name:  | Date |
| **The pupil can write for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. use of 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 show how information is presented; using **modal verbs** to suggest degrees of possibility) |  |  |  |  |  |  |  |  |
| Using a range of cohesive devices, (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs |  |  |  |  |  |  |  |  |
| Use verb tenses consistently and correctly |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Using mostly correctly : | Inverted commas |  |  |  |  |  |  |  |  |
| Commas for clarity |  |  |  |  |  |  |  |  |
| Punctuation for parenthesis |  |  |  |  |  |  |  |  |
| Making some correct use of: | Semi-colons |  |  |  |  |  |  |  |  |
| Dashes |  |  |  |  |  |  |  |  |
| Colons |  |  |  |  |  |  |  |  |
| Hyphens |  |  |  |  |  |  |  |  |
| Spelling most words correctly (year 5 and 6) |  |  |  |  |  |  |  |  |
| Maintain legibility in joined handwriting when writing at speed (use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined) |  |  |  |  |  |  |  |  |

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| **End of KS2 assessment – Working at greater depth** |
| Name:  | Date |
| 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 |  |  |  |  |  |  |  |
| Using the full range of punctuation taught at key stage 2 mostly correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity | semi-colons to mark the boundary between independent clauses |  |  |  |  |  |  |  |
| colons to mark the boundary between independent clauses |  |  |  |  |  |  |  |
| dashes |  |  |  |  |  |  |  |
| hyphens |  |  |  |  |  |  |  |