

**End of KS2 Assessment – Working towards the expected standard.**

<i>Date of writing sample.</i>		/	/	/	/	/	/	/
<b>Name:</b>		<i>Genre</i>	<i>Genre</i>	<i>Genre</i>	<i>Genre</i>	<i>Genre</i>	<i>Genre</i>	<i>Genre</i>
<i>The pupil can:</i>								
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)								
Using <b>mostly</b> correctly	Capital letters							
	Full stops							
	Question marks							
	Commas for lists							
	Apostrophes for contraction							
spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list								
write legibly								

**End of KS2 Assessment – Working at the expected standard.**

<i>Date of writing sample.</i>		/	/	/	/	/	/	/
<b>Name:</b>		<i>Genre</i>	<i>Genre</i>	<i>Genre</i>	<i>Genre</i>	<i>Genre</i>	<i>Genre</i>	<i>Genre</i>
<i>The pupil can:</i>								
write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.								
in narratives, describe settings, characters and atmosphere								
integrate dialogue in narratives to convey character and advance the action								
<b>select vocabulary and grammatical structures that reflect what the writing requires:</b>	using contracted forms in dialogues in narrative							
	using passive verbs to affect how information is presented							
	using modal verbs to suggest degrees of possibility							
<b>use a range of devices to build cohesion</b>	conjunctions							
	adverbials of time and place							
	pronouns							
	synonyms							
use verb tenses consistently and correctly throughout their writing								
<b>use the range of punctuation taught at Key Stage 2 <u>mostly</u> correctly</b>	Colons							
	Dashes							
	Semi-colons							
	Brackets							
	Hyphens							
	Inverted commas							
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								

**End of KS2 Assessment – Working at a greater depth within the expected standard.**

<i>Date of writing sample.</i>		/	/	/	/	/	/	/
<b><u>Name:</u></b>		<i>Genre</i>	<i>Genre</i>	<i>Genre</i>	<i>Genre</i>	<i>Genre</i>	<i>Genre</i>	<i>Genre</i>
<i>The pupil can:</i>								
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my 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								
<b>Use the range of punctuation taught at key stage 2 <u>correctly</u> and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</b>	Semi-colons							
	Colons							
	Dashes							
	Hyphens							