

End of Key stage 2 statutory assessment – working towards the expected standard	
The pupil can write for a range of purposes	
<ul style="list-style-type: none"> Using paragraphs to organise ideas 	
<ul style="list-style-type: none"> In narratives, describes settings and characters 	
<ul style="list-style-type: none"> In non-narrative writing, use simple devices to structure the writing and support the reader (eg: headings, subheadings, bullet points) 	
<ul style="list-style-type: none"> Using mostly correctly 	Capital letters
	Full stops
	Question marks
	Commas for lists
	Apostrophes for contraction
<ul style="list-style-type: none"> Spelling most words correctly (year 3 and 4) Spelling some words correctly (year 5 and 6) 	
<ul style="list-style-type: none"> Producing legible handwriting 	
End of Key stage 2 statutory assessment – working at the expected standard	
<ul style="list-style-type: none"> The pupil can: write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (eg: the use of first person in a diary entry; direct address in instructions and persuasive writing) 	
<ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere 	
<ul style="list-style-type: none"> Integrate dialogue in narratives to convey character and advance the action 	
<ul style="list-style-type: none"> Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (eg: using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). 	
<ul style="list-style-type: none"> Use verb tenses consistently and correctly throughout their writing 	
<ul style="list-style-type: none"> Use the range of punctuation taught at Key stage 2 mostly correctly (eg: inverted commas and other punctuation to indicate direct speech). 	
<ul style="list-style-type: none"> Spelling most words correctly (year 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. 	
<ul style="list-style-type: none"> Maintaining legibility, in joined handwriting when writing at speed. (understanding when to leave letters unjoined). 	
<ul style="list-style-type: none"> Use a range of devices to build cohesion (eg: conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs. 	

End of Key stage 2 statutory assessment – working at greater depth within the expected standard	
<ul style="list-style-type: none"> 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 (eg: literary language, characterisation, structure). Distinguish between the language of speech and writing and choose the appropriate register 	
<ul style="list-style-type: none"> Exercise an assured and conscious control over the levels of formality, particularly through manipulating grammar and vocabulary to achieve this. 	
Using the range of punctuation taught at key stage 2 (eg: semi-colons, dashes, colons, hyphens) and, when necessary, use punctuation precisely to enhance meaning and avoid ambiguity.	

Notes: