

End of key stage 2 statutory assessment – Working towards the expected standard							
Name:	A	B	C	D	E	F	Collection
The pupil can							
write for a range of purposes							
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 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)							
write legibly	there is no specific requirement for a pupil's handwriting to be joined.						

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Name:	A	B	C	D	E	F	Collection
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							
creating atmosphere, and integrating dialogue to convey character and advance the action							
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	e.g. conjunctions, adverbials of time and place, pronouns, synonyms						
use verb tenses consistently and correctly throughout their writing							
use the range of punctuation taught at key stage 2 mostly correctly	e.g. inverted commas and other punctuation to indicate direct speech						
spell correctly most words from the year 5 / year 6 spelling list,*							
use a dictionary to check the spelling of uncommon or more ambitious vocabulary							
maintain legibility in joined handwriting when writing at speed.	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							
Name:	A	B	C	D	E	F	Collection
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							
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.						