

End of KS2 English writing Assessment 2017-18

- A pupil's writing *should* meet all the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing **only**.
- A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.

Working towards the expected standard				
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)				
use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly				
spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* (look at spelling appendix - national curriculum)				
write legibly. ¹ There is no specific requirement for a pupil's handwriting to be joined.				
Working at the expected standard				
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 (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs				
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,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary				
maintain legibility in joined handwriting when writing at speed. ²				
Working at greater depth				
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 ³ (recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar) 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. [^] (use a range of punctuation - not every single punctuation mark must be evident)				