

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							
• use paragraphs to organise ideas							
• in narrative: describe settings and characters							
• in non-narrative: use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)							
<ul style="list-style-type: none"> • use mostly correctly: 	• capital letters						
	• full stops						
	• question marks						
	• exclamation marks						
	• commas for lists						
	• apostrophes for contraction						
• spelling most words correctly* (year 3 and 4)							
• spelling some words correctly* (year 5 and 6)							
• produce legible handwriting							

End of key stage 2 statutory assessment – Working at the expected standard

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The pupil can:							
<ul style="list-style-type: none"> write for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing) 							
<ul style="list-style-type: none"> in narrative: 	<ul style="list-style-type: none"> describe settings 						
	<ul style="list-style-type: none"> describe characters 						
	<ul style="list-style-type: none"> create atmosphere 						
	<ul style="list-style-type: none"> integrate dialogue 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 							
	<ul style="list-style-type: none"> use contracted forms in dialogue 						
	<ul style="list-style-type: none"> use passive verbs to affect how information is presented 						
	<ul style="list-style-type: none"> use modal verbs to suggest degrees of possibility 						
<ul style="list-style-type: none"> use a range of devices to build cohesion within and across paragraphs 							
	<ul style="list-style-type: none"> a range of conjunctions 						
	<ul style="list-style-type: none"> adverbials of time 						
	<ul style="list-style-type: none"> adverbials of place 						
	<ul style="list-style-type: none"> pronouns 						
	<ul style="list-style-type: none"> synonyms 						
<ul style="list-style-type: none"> use verb tenses consistently and correctly throughout writing 							

End of key stage 2 statutory assessment – Working at the expected standard (continued)

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<ul style="list-style-type: none"> • use mostly correctly <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <tr><td style="padding: 2px;">inverted commas</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="padding: 2px;">apostrophes to mark plural possession</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="padding: 2px;">commas to clarify meaning or avoid ambiguity</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="padding: 2px;">punctuation for parenthesis</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="padding: 2px;">semi-colons</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="padding: 2px;">dashes</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="padding: 2px;">colons</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="padding: 2px;">hyphens</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> 	inverted commas								apostrophes to mark plural possession								commas to clarify meaning or avoid ambiguity								punctuation for parenthesis								semi-colons								dashes								colons								hyphens														
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• spell most words correctly* (year 5 and 6)																																																																							
• use a dictionary to check the spelling of uncommon or more ambitious vocabulary																																																																							
• maintain legibility in joined handwriting when writing at speed																																																																							

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:							
<ul style="list-style-type: none"> • write effectively for a range of purposes and audiences 							
<ul style="list-style-type: none"> • selecting the appropriate form 							
<ul style="list-style-type: none"> • drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) 							
<ul style="list-style-type: none"> • 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 levels of formality, particularly through manipulating grammar and vocabulary to achieve this 							
<ul style="list-style-type: none"> • use the range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity 							