

**KS2 Teacher Assessment Framework - Writing**

Pupil's Name:..... Assessment Year .....

		Date:							
<b>Working towards the expected standard</b>									
The pupil can :									
• write for a range of purposes									
• use paragraphs to organise ideas									
• in narratives, describe setting and characters									
• in non-narrative, use simple devices to structure the writing and support the reader (headings, sub-headings, bullet points)									
• use mostly correctly	capital letters								
	full stop								
	question marks								
	exclamation marks								
	commas for lists								
	apostrophes for contraction								
• spell <b>most</b> words correctly from the year 3 and 4 spelling list									
• spell <b>some</b> words correctly from the year 5 and 6 spelling list									
• write legibly.									
<b>Working at the expected standard</b>									
The pupil can									
• write effectively for a range of purposes and audiences									
• select 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									
• select vocabulary and grammatical structures that reflect what the writing requires (using contracted forms in dialogues in narratives; using passive voice to affect how information is presented; using modal verbs to suggest degrees of possibility)									
• use a range of devices to build cohesion	conjunctions								
	adverbials of time and place								
	pronouns								
	synonyms								
• use verb tenses consistently and correctly throughout their writing									
• use the range of punctuation taught at KS2 <b>mostly</b> correctly	inverted commas to indicate direct speech								
	commas after the reporting clause to indicate direct speech								
	commas after fronted adverbials								
	commas to clarify meaning or avoid ambiguity								
	apostrophes for plural possession								
	brackets, dashes or commas to indicate parenthesis								
	colons to introduce a list								
	semi-colons within a list								
	bullet points to list information								
• spell <b>most</b> words correctly from the years 5 and 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.									
<b>Working at greater depth within the expected standard</b>									
The pupil can:									
• write effectively for a range of purposes and audiences selecting the appropriate form and drawing on what they have read as models for their own writing									
• distinguish between the language of speech and writing and choose the appropriate register									
• exercise an assured and conscious control over levels of formality									
• use the range of punctuation taught at KS2 correctly	semi-colons, colons and dashes to mark the boundary between independent clauses								
	hyphens to avoid ambiguity.								

