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|  |  |  | **Year 6- End of Key Stage 2 Statutory Assessment**  |
| **Name:**  |  |  |  |  |  |  |  |  |  |  |
| **The pupil can write for a range of purposes and audiences (including writing a short story)** |  |  |  |  |  |  |  |  |  |  |
| **Working towards the expected standard** | Use paragraphs to organise ideas  |  |  |  |  |  |  |  |  |  |  |
| In narratives, describe settings and characters  |  |  |  |  |  |  |  |  |  |  |
| In non-narrative use simple devices to support the reader (Heading, subheading, bullet points)  |  |  |  |  |  |  |  |  |  |  |
| Using mostly correctly | Capital letters |  |  |  |  |  |  |  |  |  |  |
| Full stops |  |  |  |  |  |  |  |  |  |  |
| Question marks |  |  |  |  |  |  |  |  |  |  |
| Commas for lists |  |  |  |  |  |  |  |  |  |  |
| Apostrophes for contraction/possession |  |  |  |  |  |  |  |  |  |  |
| Spelling most words correctly (year 3 and 4)  |  |  |  |  |  |  |  |  |  |  |
| Spelling some words correctly (year 5 and 6) |  |  |  |  |  |  |  |  |  |  |
| Write legibly  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Working at the expected standard** | Write effectively for a range of audiences and purpose, selecting the language that shows good awareness of reader (1st person 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 vocab and grammatical structures that reflect what the writing requires (eg contracted form in dialogue, passive in journalistic and modal in persuasive)  |  |  |  |  |  |  |  |  |  |  |
| Use a range of devices to build cohesion (eg conjunctions, adverbials of time and place, pronouns)  |  |  |  |  |  |  |  |  |  |  |
| Use verb tenses consistently and correctly throughout their writing |  |  |  |  |  |  |  |  |  |  |
| **Using mostly correctly** | Semi-colon; colon; hyphens |  |  |  |  |  |  |  |  |  |  |
| inverted commas |  |  |  |  |  |  |  |  |  |  |
| commas for clarity |  |  |  |  |  |  |  |  |  |  |
| exclamation marks |  |  |  |  |  |  |  |  |  |  |
| punctuation for parentheses (eg dashes, brackets, commas) |  |  |  |  |  |  |  |  |  |  |
| Spelling most words correctly (year 5 and 6)  |  |  |  |  |  |  |  |  |  |  |
| Maintaining legibility in joined handwriting at speed |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Working 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 (literary language, characterisation, structure)  |  |  |  |  |  |  |  |  |  |  |
| Distinguish between the language of speech and writing and choose the appropriate structure.  |  |  |  |  |  |  |  |  |  |  |
| Exercise an assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve this  |  |  |  |  |  |  |  |  |  |  |
| Use range of punctuation taught at KS2 correctly ( when necessary use punctuation precisely to enhance meaning and avoid ambiguity)  | Semi- colons  |  |  |  |  |  |  |  |  |  |  |
| colons |  |  |  |  |  |  |  |  |  |  |
| hyphens  |  |  |  |  |  |  |  |  |  |  |
| dashes |  |  |  |  |  |  |  |  |  |  |