**Optional Record Sheet for end of KS2 Writing Teacher Assessment**

**Name:**

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| **End of KS2 statutory assessment** | | **Working Towards the Expected Standard** | | |
| **The pupil can:** | | **Narrative Evidence** | **Non-narrative Evidence** | **Criteria Met** |
| * 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 mostly correct | capital letters |  |  |  |
| full stops |  |  |  |
| question marks |  |  |  |
| commas for lists |  |  |  |
| apostrophes for contraction |  |  |  |
| * spell correctly **most** words from the Y3/Y4 spelling list\* | |  |  |  |
| * spell **some** words correctly from the Y5/Y6 spelling list\* | |  |  |  |
| * write legibly[[1]](#footnote-1) | |  |  |  |

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| **End of KS2 statutory assessment** | **Working at the Expected Standard** | | |
| **The pupil can:** | **Narrative** | **Non-narrative** | **Criteria Met** |
| * 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 * 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 KS2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) |  |  |  |
| * spell correctly **most** words from the Y5/Y6 spelling list\* **and** use a dictionary to check the spelling of more uncommon or more ambitious vocabulary |  |  |  |
| * maintain legibility in joined handwriting when writing at speed [[2]](#footnote-2) |  |  |  |

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| **End of KS2 statutory assessment** | **Working at Greater Depth** | | |
| **The pupil can:** | **Narrative** | **Non-narrative** | **Criteria Met** |
| * 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]](#footnote-3) 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 KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity^ |  |  |  |

\* Teachers should refer to the word lists in the spelling appendix to the national curriculum (English Appendix 1)

^ Teachers should refer to English Appendix 2. Pupils are expected to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident

1. At this standard, there is no specific requirement for a pupil’s handwriting to be joined. [↑](#footnote-ref-1)
2. Pupils should be taught to “use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.” [↑](#footnote-ref-2)
3. Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long co-ordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar. [↑](#footnote-ref-3)