

Teacher Assessment Framework for Writing at the End of Key Stage 2



Pupils can:

	Working towards the expected standard	WORKING AT THE EXPECTED LEVEL	Working at greater depth within the expected level
Structure, sentence and word level	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 and choose the appropriate register • exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
Punctuation	<ul style="list-style-type: none"> • use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly 	<ul style="list-style-type: none"> • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) 	<ul style="list-style-type: none"> • 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.
Spelling	<ul style="list-style-type: none"> • spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list 	<ul style="list-style-type: none"> • 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 	[There are no additional statements for spelling or handwriting]
Handwriting	<ul style="list-style-type: none"> • write legibly. 	<ul style="list-style-type: none"> • maintain legibility in joined handwriting when writing at speed. 	