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| **End-of-key stage 2 – working towards the expected standard (WTS)** |  |
| **The pupil can:**  |  |  |  |  |  |  |  |
| • 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 capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly |  |  |  |  |  |  |  |
| • spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list |  |  |  |  |  |  |  |
| • write legibly |  |  |  |  |  |  |  |

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| **End-of-key stage 2 – working at the expected standard (EXS)** |  |  |
| **The pupil can:**  |  |  |  |  |  |  |  |
| • 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 and synonyms) within and across paragraphs |  |  |  |  |  |  |  |
| • use verb tenses consistently and correctly throughout their writing |  |  |  |  |  |  |  |
| • use the range of punctuation taught at key stage 2 mostly accurately (e.g. inverted commas and other punctuation to indicate direct speech) |  |  |  |  |  |  |  |
| • 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 |  |  |  |  |  |  |  |
| • maintain legibility in joined handwriting when writing at speed |  |  |  |  |  |  |  |

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| **End-of-key stage 2 – working at greater depth (GDS)** |  |
| **The pupil can:**  |  |  |  |  |  |  |  |
| • 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 |  |  |  |  |  |  |  |
| • use the range of punctuation taught at key stage 2 accurately (e.g. semi-colons, dashes, colons and hyphens) and, when necessary, use such punctuation precisely toenhance meaning and avoid ambiguity |  |  |  |  |  |  |  |
| (No additional statements for spelling or handwriting)  |  |