



## End-of-key stage 2 statutory assessment – Working at the expected standard

Name:	A	B	C	D	E	F	Collection
<b>The pupil can:</b>							
<ul style="list-style-type: none"> <li>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)</li> </ul>							
<ul style="list-style-type: none"> <li>in narratives, describe settings, characters and atmosphere</li> </ul>							
<ul style="list-style-type: none"> <li>integrate dialogue in narratives to convey character and advance the action</li> </ul>							
<ul style="list-style-type: none"> <li>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)</li> </ul>							
<ul style="list-style-type: none"> <li>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs</li> </ul>							
<ul style="list-style-type: none"> <li>use verb tenses consistently and correctly throughout their writing</li> </ul>							
<ul style="list-style-type: none"> <li>use the range of punctuation taught at key stage 2 mostly accurately (e.g. inverted commas and other punctuation to indicate direct speech)</li> </ul>							
<ul style="list-style-type: none"> <li>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</li> </ul>							
<ul style="list-style-type: none"> <li>maintain legibility in handwriting when writing at speed</li> </ul>							

## End of key stage 2 statutory assessment – Working at greater depth within the expected standard

Name:	A	B	C	D	E	F	Collection
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 to enhance meaning and avoid ambiguity							
(No additional statements for spelling or handwriting)							

### Please note

Use of these tick boxes is **optional**. There is no statutory requirement for these to be produced for moderation purposes. It is a resource teachers may **choose** to use. In addition, the boxes above indicate pieces A-F. This does not mean that writing moderation requires six pieces of evidence. The amount needed is dependent on the school/teacher/skill and child.