

End of KS2 Statutory Assessment (2018)
WRITING - Recording Grid using Statutory Interim TA framework criteria

Working towards the expected standard

Name:	A	B	C	D	E	F	collection
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	Capital letters						
	Full stops						
	Question marks						
	Commas for lists						
	Apostrophes for contraction						
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 (At this standard, there is no specific requirement for a pupil's handwriting to be joined.)							

- **No longer present in 2018 WTS: Exclamation marks, cohesive devices, different verb forms, coordinating & subordinating conjunctions.**
- **Now present in 2018 WTS: Non Narrative simple structural devices.**

Working at the expected standard

Name:		A	B	C	D	E	F	collection
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 within and across paragraphs e.g.	Conjunctions							
	Adverbials of time							
	Adverbials of place							
	Pronouns							
	Synonyms							
Use verb tenses consistently and correctly throughout their writing								
Use the range of punctuation taught at key stage 2 mostly correctly: (Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.)	Inverted commas to punctuate speech							
	Apostrophes for plural possession							
	Comma after fronted adverbial							
	Brackets, dashes & commas to indicate parenthesis							
	Commas to clarify meaning							
	Use of semi colon, colon and dash to mark the boundary between independent clauses.							
	Colon to introduce lists and the use of semi colons in lists							
	Hyphens to avoid ambiguity (hyphenated words)							
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. (‘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’.)								

Working at greater depth within the expected standard

Name:		A	B	C	D	E	F	collection
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. (Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.)								
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 correctly : (Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.)	Inverted commas to punctuate speech							
	Apostrophes for plural possession							
	Comma after fronted adverbial							
	Brackets, dashes & commas to indicate parenthesis							
	Commas to clarify meaning							
	Use of semi colon, colon and dash to mark the boundary between independent clauses.							
	Colon to introduce lists and the use of semi colons in lists							
Hyphens to avoid ambiguity (hyphenated words)								
When necessary, use KS2 punctuation precisely to enhance meaning and avoid ambiguity.								

[There are no additional statements for spelling or handwriting]