

Date and genre of work:								Summary
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**Working towards the expected standard**

<b>The pupil can:</b>								
• 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								

**Working at the expected standard**

<b>The pupil can:</b>								
• 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								
• use the range of punctuation taught at key stage 2 mostly correctly* (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								

**Working at greater depth**

<b>The pupil can:</b>								
• 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 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity								

\* Refer to the document *Teacher assessment frameworks at the end of key stage 2 For use from the 2018/19 academic year onwards* for guidance on these elements.