

KS2 Teacher Assessment Framework 2018-2019

A child working towards the expected standard 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 mostly correctly:	capital letters				
	full stops				
	question marks				
	commas for lists				
	apostrophes for contraction				
spell most words correctly (years 3 and 4)					
spell some words correctly (years 5 and 6)					
write legibly					

A child working at the expected standard 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				
	Other				
use a range of devices to build cohesion within and across paragraphs, e.g:	conjunctions				
	adverbials of time and place				
	pronouns				
	synonyms				
	Other				
use verb tenses consistently and correctly throughout their writing					
use the range of punctuation taught at key stage 2 mostly correctly:	<ul style="list-style-type: none"> • . ? ! " " ' , () - ; : - ... 	<ul style="list-style-type: none"> • . ? ! " " ' , () - ; : - ... 	<ul style="list-style-type: none"> • . ? ! " " ' , () - ; : - ... 	<ul style="list-style-type: none"> • . ? ! " " ' , () - ; : - ... 	<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					
maintain legibility in joined handwriting when writing at speed by using the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'					

A child working at greater depth within the expected standard 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 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity:	<ul style="list-style-type: none"> • . ? ! " " ' , () - ; : - ... 	<ul style="list-style-type: none"> • . ? ! " " ' , () - ; : - ... 	<ul style="list-style-type: none"> • . ? ! " " ' , () - ; : - ... 	<ul style="list-style-type: none"> • . ? ! " " ' , () - ; : - ... 	<ul style="list-style-type: none"> • . ? ! " " ' , () - ; : - ...