

## End of key stage 2 statutory assessment – working towards the expected standard

### The pupil can:

<ul style="list-style-type: none"> <li>• write for a range of purposes</li> </ul>						
<ul style="list-style-type: none"> <li>• use paragraphs to organise ideas</li> </ul>						
<ul style="list-style-type: none"> <li>• in narratives, describe settings and characters</li> </ul>						
<ul style="list-style-type: none"> <li>• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</li> </ul>						
<ul style="list-style-type: none"> <li>• use capital letters, full stops, question marks, commas for list and apostrophes for contraction mostly correctly</li> </ul>						
<ul style="list-style-type: none"> <li>• spell correctly most words from the year 3/year 4 spelling list, and some words from the year 5/ year 6 spelling list</li> </ul>						
<ul style="list-style-type: none"> <li>• write legibly</li> </ul>						

#### Year 3/year 4

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine important increase interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

#### Year 5/year 6

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience\* conscious\* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht

## Working at the expected standard

### The pupil can:

<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 correctly (e.g. inverted commas and other punctuate to indicate direct speech)</li> </ul>						
<ul style="list-style-type: none"> <li>spell correctly most words from the year5/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 joined handwriting when writing at speed</li> </ul>						

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**Punctuation taught at key stage 2** – using commas after fronted adverbials, apostrophes to mark plural possession, direct speech, commas to clarify meaning or avoid ambiguity, hyphens to avoid ambiguity, brackets, dashes or commas to indicate parenthesis, colon to introduce a list and semi-colons within lists, consistency in punctuating bullet points to list information, colons, semi-colons or dashes to mark boundaries between independent clauses

## Working at greater depth within the expected standard

### The pupil can:

<ul style="list-style-type: none"> <li>• 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)</li> </ul>						
<ul style="list-style-type: none"> <li>• distinguish between the language of speech and writing and choose the appropriate register</li> </ul>						
<ul style="list-style-type: none"> <li>• exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> </ul>						
<ul style="list-style-type: none"> <li>• 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^</li> </ul>						
<ul style="list-style-type: none"> <li>• [There are no additional statements for spelling or handwriting]</li> </ul>						

#### Year 5/year 6

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**Punctuation taught at key stage 2** – using commas after fronted adverbials, apostrophes to mark plural possession, direct speech, commas to clarify meaning or avoid ambiguity, hyphens to avoid ambiguity, brackets, dashes or commas to indicate parenthesis, colon to introduce a list and semi-colons within lists, consistency in punctuating bullet points to list information, colons, semi-colons or dashes to mark boundaries between independent clauses