

End Key Stage 2: Writing Indicators 2018

Working towards expected standard

Writing for a range of purposes			
Using paragraphs to organise ideas			
In narratives, is describing settings and characters			
In non-narratives, is using simple devices to structure the writing and support the reader (headings, sub-headings & bullet points)			
Using capital letters,			
full stops,			
question marks,			
exclamation marks,			
commas for lists,			
and apostrophes for contraction mostly correctly			
Spelling most words correctly, including common exception words, from Y3 and Y4 spelling list			
Spelling some words correctly, including common exception words, from Y5 and Y6 spelling list			
Writing legibly			

Working at expected standard

Writing 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; direct address in instructions and persuasive writing			
In narratives, describing settings, describing characters, describing atmosphere			
Integrating dialogue to convey character and advance the action			
selecting vocabulary and grammatical structures that reflect what the writing requires doing this mostly appropriately e.g.:			
a. using contracted forms in dialogues in narrative			
b. using passive verbs to affect how information is presented			
c. using modal verbs to suggest degrees of possibility			
Using a range of devices to build cohesion within and across paragraphs e.g.:			
a. conjunctions			
b. prepositional phrases			
c. adverbials of time and place			
d. pronouns			
e. synonyms			
Using verb tenses consistently and correctly throughout their writing			
Using the range of punctuation taught at key stage 2 mostly correctly e.g.:			
a. inverted commas and other punctuation to indicate direct speech			
b. commas for clarity			
c. punctuation for parenthesis			
d. dashes			
e. semi-colons			
f. colons			
g. hyphens			
Spell correctly most words from the Y5/Y6 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 within the expected standard

Writing 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)			
Distinguishing between the language of speech and writing and choose the appropriate register			
Exercising an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this			
Using the range of punctuation taught at KS2 correctly and when necessary using such punctuation precisely to enhance meaning and avoid ambiguity			