

St Joseph's
End of Key Stage 2 Writing Standard



Working at the expected standard	A	B	C	D	E	F	G	H
The pupil can:								
• <u>write effectively</u> 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, <u>describe settings, characters and atmosphere</u>								
• integrate <u>dialogue</u> in narratives to convey character and advance the action								
• select <u>vocabulary</u> 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. <u>conjunctions</u> , <u>adverbials</u> of time and place, pronouns, synonyms) within and across <u>paragraphs</u>								
• use <u>verb tenses consistently and correctly</u> throughout their writing								
• use the range of <u>punctuation</u> taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)								
• <u>spell</u> 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 <u>handwriting</u> when writing at speed.								
Working at greater depth								
The pupil can:								
• write effectively for a range of purposes and audiences, selecting the <u>appropriate form</u> 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 <u>appropriate register</u>								
• exercise an assured and conscious control over <u>levels of formality</u> , particularly through manipulating grammar and vocabulary to achieve this								
• use the range of punctuation taught at key stage 2 correctly (e.g. <u>semi-colons</u> , <u>dashes</u> , <u>colons</u> , <u>hyphens</u>) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.								