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| **End of key stage 2 statutory assessment – Working towards the expected standard The pupil can write for a range of purposes and audiences** | | | | | | | | | |
| **Date:** | | / | / | / | / | / | / | / | / |
| **Text genre:** | |  |  |  |  |  |  |  |  |
| 1. Using paragraphs to organise ideas | |  |  |  |  |  |  |  |  |
| 2. In narratives, describing settings and characters | |  |  |  |  |  |  |  |  |
| 3. In non-narrative writing, use simple devices to structure the  writing (e.g. headings, sub-headings, bullet points) | |  |  |  |  |  |  |  |  |
| Using **mostly correctly** | 4. Capital letters |  |  |  |  |  |  |  |  |
| 5. Full stops |  |  |  |  |  |  |  |  |
| 6. Question marks |  |  |  |  |  |  |  |  |
| 7. Commas for lists |  |  |  |  |  |  |  |  |
| 8. Apostrophes for contraction |  |  |  |  |  |  |  |  |
| 9. Spelling **most words** correctly (year 3 and 4) | |  |  |  |  |  |  |  |  |
| 10. Spelling **some words** correctly (year 5 and 6) | |  |  |  |  |  |  |  |  |
| 11. Producing legible handwriting | |  |  |  |  |  |  |  |  |

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| **End of key stage 2 statutory assessment – Working at the expected standard The pupil can write for a range of purposes and audiences** | | | | | | | | | | |
| 12. Select 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) | | |  |  |  |  |  |  |  |  |
| 13. In narratives, describe settings, characters and atmosphere | | |  |  |  |  |  |  |  |  |
| 14. Integrate dialogue in narratives to convey character and advance  the action | | |  |  |  |  |  |  |  |  |
| Selecting vocabulary and grammatical structures that reflect what the writing requires, doing this **mostly appropriately** | | 15. Using contracted forms in  dialogues in narrative |  |  |  |  |  |  |  |  |
| 16. Using passive verbs to affect  how information is presented |  |  |  |  |  |  |  |  |
| 17. Using modal verbs to  suggest degrees of possibility |  |  |  |  |  |  |  |  |
| 18. Using **a range** of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across  paragraphs | | |  |  |  |  |  |  |  |  |
| 19. Use verb tenses **consistently** and correctly throughout their  writing | | |  |  |  |  |  |  |  |  |
|  | 20. Inverted commas (Year 3 and 4) | |  |  |  |  |  |  |  |  |
| Use the range of punctuation taught at Key Stage 2 **mostly correctly** | 21. Apostrophes for plural possession (Year 4) | |  |  |  |  |  |  |  |  |
| 22. Commas after fronted adverbials (Year 4) | |  |  |  |  |  |  |  |  |
| 23. Punctuation for parenthesis (brackets, dashes, commas) (Year 5) | | ( ) - -  , , | ( ) - -  , , | ( ) - -  , , | ( ) - -  , , | ( ) - -  , , | ( ) - -  , , | ( ) - -  , , | ( ) - -  , , |
| 24. Commas to clarify meaning or avoid ambiguity  (Year 5) | |  |  |  |  |  |  |  |  |
| 25. Semi-colon within lists **and** to mark boundaries  between clauses (Year 6) | | & | & | & | & | & | & | & | & |
| 26. Colon within lists **and** to mark boundaries between  clauses (Year 6) | | & | & | & | & | & | & | & | & |
| 27. Dash to mark boundaries between clauses (Year 6) | |  |  |  |  |  |  |  |  |
| 28. Hyphen (Year 6) | |  |  |  |  |  |  |  |  |
| 29. Spelling **most words** correctly (year 5 and 6) and use a dictionary  to check the spelling of uncommon or more ambitious vocabulary | | |  |  |  |  |  |  |  |  |
| 30. Maintaining legibility in joined handwriting when writing at speed | | |  |  |  |  |  |  |  |  |

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| **End of key stage 2 statutory assessment – Working at greater depth within the expected standard The pupil can write 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. literacy language,**  **characterisation, structure)** | | | | | | | | |
| 31. Distinguish between the language of speech and writing and  choose the appropriate register |  |  |  |  |  |  |  |  |
| 32. Exercise an assured and conscious control over levels of  formality, particularly through manipulating grammar and vocabulary to achieve this |  |  |  |  |  |  |  |  |
| 33. Use the range of punctuation taught at Key Stage 2 correctly (see  above) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity |  |  |  |  |  |  |  |  |

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| Speaking and Listening Objectives Year 6 | |
| Speaking | Listening |
| 1. Use a range of oral techniques to present persuasive arguments and engaging narratives. | 1. Analyse and evaluate how speakers present points effectively through use of language and gesture. |
| 1. Use the techniques of dialogic talk to explore ideas, topics or issues. | 1. Listen for language variation in formal and informal contexts. |
| 1. Use Standard English consistently in formal situations and promote justify or defend a point of view using supporting evidence, examples and visual aids which are linked back to the main argument. | 1. Identify the ways spoken language varies according to differences in context and purpose of its use. |
| 1. Use exploratory, hypothetical and speculative talk as a tool for clarifying ideas. | 1. Identify the main methods used by presenters to explain, persuade, amuse or argue a case, eg emotive language. |