

English Writing Exemplification Overview

The following tables contain the 'pupil can' statements for each standard from the Interim Teacher Assessment Framework. The tables provide a check-list to demonstrate which statements have been met for each piece of work and can be used as a cross-reference tool to help identify examples of statements across the collection of work.

End of Key Stage 2 Statutory Assessment		Working Towards the Expected Standard						
Name:		A	B	C	D	E	F	Collection
The pupil can:								
write for a range of purposes								
using paragraphs to organise ideas								
in narratives, describing 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)								
using mostly correctly:	capital letters							
	full stops							
	question marks							
	commas for lists							
	apostrophes for contraction							
spelling most words correctly* (year 3 and 4)								
spelling some words correctly* (year 5 and 6)								
write legibly ¹								

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell. ¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.

End of Key Stage 2 Statutory Assessment		Working at the Expected Standard					
Name:	A	B	C	D	E	F	Collection
The pupil 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)							
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs							
use verb tenses consistently and correctly throughout their writing							
use the range of punctuation taught at key stage 2 mostly correctly [^] (e.g. inverted commas and other punctuation to indicate direct speech)							
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. ²							

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

² The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

End of Key Stage 2 Statutory Assessment	Working at Greater Depth Within the Expected Standard						
Name:	A	B	C	D	E	F	Collection
The pupil 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 ³ 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 (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. [^]							

[^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

³ Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.