

Writing

End of KS1 Descriptors

Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
<p>The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:</p> <ul style="list-style-type: none"> • demarcating some sentences with capital letters and full stops • segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly • spelling some common exception words* • forming lower-case letters in the correct direction, starting and finishing in the right place • forming lower-case letters of the correct size relative to one another in some of the writing • using spacing between words 	<p>The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:</p> <ul style="list-style-type: none"> • demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks • using sentences with different forms in their writing (statements, questions, exclamations and commands) • using some expanded noun phrases to describe and specify • using present and past tense mostly correctly and consistently • using co-ordination (or / and / but) and some subordination (when / if / that / because) • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • spelling many common exception words* • spelling some words with contracted forms* • adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly* • using the diagonal and horizontal strokes needed to join letters in some of their writing • writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • using spacing between words that reflects the size of the letters • 	<p>The pupil can write for different purposes, after discussion with the teacher:</p> <ul style="list-style-type: none"> • using the full range of punctuation taught at key stage 1 mostly correctly • spelling most common exception words* • spelling most words with contracted forms* • adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly* • using the diagonal and horizontal strokes needed to join letters in most of their writing

Writing

End of KS2 Descriptors

Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
<p>The pupil can write for a range of purposes and audiences:</p> <ul style="list-style-type: none"> • using paragraphs to organise ideas • describing settings and characters • using some cohesive devices* within and across sentences and paragraphs • using different verb forms mostly accurately • using co-ordinating and subordinating conjunctions • 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* (years 3 and 4) • spelling some words correctly, including common exception words* (years 5 and 6) • producing legible joined handwriting 	<p>The pupil can write for a range of purposes and audiences (including writing a short story):</p> <ul style="list-style-type: none"> • creating atmosphere, and integrating dialogue to convey character and advance the action • selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly • using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs • using passive and modal verbs mostly appropriately • using a wide range of clause structures, sometimes varying their position within the sentence • using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision • using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens • spelling most words correctly, including common exception words* (years 5 and 6) • maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters • using spacing between words that reflects the size of the letters 	<p>The pupil can write for a range of purposes and audiences:</p> <ul style="list-style-type: none"> • managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures • selecting verb forms for meaning and effect • using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly <p>[No additional requirements for spelling or handwriting.]</p>