

End of KS2 Writing Assessment Evidence Form

Name:

Working towards the expected standard

		Date of independent writing:						
The pupil can write for a range of purposes and audiences:								
• Use paragraphs to organise ideas								
• In narratives, describe 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 some cohesive devices* within and across sentences and paragraphs								
• Using different verb forms mostly accurately								
• Using co-ordinating and subordinating conjunctions								
• Using mostly correctly	Capital letters							
	Full stops							
	Question marks							
	Commas for lists							
	Apostrophes for contraction mostly correctly							
• Spelling most words correctly* (year 3 and 4)								

Working at the expected standard

Working at the expected standard								
Date of independent writing:								
The pupil can write for a range of purposes and audiences (including writing a short story)								
In narratives, describe settings, characters and atmosphere								
Integrate dialogue to convey character and advance the action								
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)								
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs								
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 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) <i>Pupils are expected to be able to use the range of punctuation in their writing, but this does not mean that every single punctuation mark must be evident.</i>	Inverted commas to punctuate direct speech</							

Working at greater depth within the expected standard

Date of independent writing:								
The pupil can write for a range of purposes and audiences								
Select the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)								
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this								
Distinguish between the language of speech and writing and choose the appropriate register <i>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.</i>								
Using the range of punctuation taught at key stage 2 correctly, and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity <i>Pupils are expected to be able to use the range of punctuation in their writing, but this does not mean that every single punctuation mark must be evident.</i>	Semi-colons							
	Dashes							
	Hyphens							
	Colons							