

## The Assessment Of Writing At The End Of Key Stage 2

At the end of KS2, your child's writing will be assessed and moderated by your child's teacher and other teachers and moderators working in Norfolk. Work will be judged under the following criteria and your child will be awarded the grade of:

WT - working towards the National Standard

NS - working at the National Standard

GD - working at greater depth within the National Standard

### Working towards the expected standard

The pupil can:

Write for a range of purposes

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)

Use capital letters, full stops, commas for lists and apostrophe for contraction mostly\* correctly

Spell words from the year 3/4 spelling list and some from the years 5/6 spelling list

Write legibly

**\*mostly - generally met with only occasional errors.**

## Working at the expected standard

Writes effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (eg. 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 (eg. 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 KS2 mostly correctly (eg. inverted commas and other punctuation to indicate direct speech)

Spell correctly most words from the year 5/6 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.

## Working at greater depth

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. (eg. literary language, characterisation, structure)

Distinguish between the language of speech and writing 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

For examples of children's writing at each level follow this link to the government website. [Government exemplars of writing KS2](#)