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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **End of key stage 2 statutory assessment – Working towards the expected standard** | | | | | | | |  | |
| **2014 Exemplification L4** | | **A** | **B** | **C** | **D** | **E** | **F** | | **Collection** |
| **The pupil can write for a range of purposes and audiences** | | Shilling pie &c | 100wd summary | Dear humans | Unsinkable ship | Special effects |  | |  |
| • 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 | | C |  | C |  | C |  | | C |
| • using mostly correctly | capital letters | ✓ | ✓ | ✓ | ✓ | ✓ |  | | ✓ |
| full stops | ✓ | ✓ | ✓ | ✓ | ✓ |  | | ✓ |
| question marks |  |  | ✓ |  |  |  | |  |
| exclamation marks | ✓ |  |  |  |  |  | |  |
| commas for lists | ✓ | ✓ |  |  | ✓ |  | | ✓ |
| apostrophes for contraction | ✓ |  | ✓ | ✓ |  |  | | ✓ |
| • spelling most words correctly\* (year 3 and 4) | | ✓ | ✓ | ✓ | ✓ | ✓ |  | | ✓ |
| • spelling some words correctly\* (year 5 and 6) | | ✓ | ✓ | ✓ | ✓ | ✓ |  | | ✓ |
| • producing legible joined handwriting. | | ✓ | ✓ | ✓ | ✓ | ✓ |  | | ✓ |
| **Working at the expected standard** | | | | | | | | | |
| **The pupil can write for a range of purposes and audiences (including writing a short story)** | |  |  |  |  |  |  | |  |
| • 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 | | ✓M | NA | ✓M | M |  |  | | M |
| • 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 mostly correctly | inverted commas | ✓ | NA | NA | NA | ✓ |  | | ✓ |
| commas for clarity | ✓ | ✓ | ✓ | ✓ | ✓ |  | | ✓ |
| punctuation for parenthesis |  |  | ✓ | ✓ | ✓ |  | | ✓ |
| • making some correct use of | semi-colons |  |  |  |  |  |  | |  |
| dashes | ✓ |  |  |  |  |  | |  |
| colons |  |  |  |  |  |  | |  |
| hyphens |  |  |  |  | ✓ |  | |  |
| • spelling most words correctly\* (year 5 and 6) | | ✓ | ✓ | ✓ | ✓ | ✓ |  | | ✓ |
| • maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. | | ✓ | ✓ | ✓ | ✓ | ✓ |  | | ✓ |
|  | |  |  |  |  |  |  | |  |
| **Working at greater depth within the expected standard** | | | | | | | | | |
| **The pupil can write for a range of purposes and audiences** | |  |  |  |  |  |  | |  |
| • 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 mostly correctly, including | |  |  |  |  |  |  | |  |
|  | semi-colons to mark the boundary between independent clauses |  |  |  |  |  |  | |  |
| colons to mark the boundary between independent clauses |  |  |  |  |  |  | |  |