|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Pupil initial and gender M/F: | | **A** | **B** | **C** | **D** | **E** | **F** |
| 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 | |  |  |  |  |  |  |
| use a range of devices to build cohesion within and across a paragraph e.g.: | conjunctions |  |  |  |  |  |  |
| adverbials of time and place |  |  |  |  |  |  |
| pronouns |  |  |  |  |  |  |
| synonyms |  |  |  |  |  |  |
| select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. | contracted forms |  |  |  |  |  |  |
| Passive verbs |  |  |  |  |  |  |
| Modal verbs |  |  |  |  |  |  |
| use verb tenses consistently and correctly through the 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 lists | |  |  |  |  |  |  |
| maintain legibility in joined handwriting when writing at speed | |  |  |  |  |  |  |



Moderation session Thursday 6th March 2025

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| Additional Evidence required | Implications for future planning |
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