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| **End of Key Stage 2 Statutory Assessment Writing Working at the Expected Standard** |
| Pupil initial and gender M/F:  | **A** | **B** | **C** | **D** | **E** | **F** | **Moderated****Collection** |
| 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 |  |  |  |  |  |  |  |

Assessment verified

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