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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  |  |  |  |  |  |  |  |