

2017/18 English Writing Exemplification

WORKING TOWARDS THE EXPECTED STANDARD

The pupil can write for a range of purposes and audiences:

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)

Uses mostly correct

capital letters

full stops

question marks

commas for lists

apostrophes for contractions

Spell correctly most words from the year 3/year 4 spelling lists

Spell correctly most words from the year 5/year 6 spelling lists

Writes legibly

WORKING AT THE EXPECTED STANDARD

The pupil can write for a range of purposes and audiences:

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 verb tenses consistently and correctly through the writing

Use a range of devices to build cohesion within and across a paragraph

conjunctions

adverbials of time and place

pronouns

synonyms

select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately

contracted forms

Passive verbs

Modal verbs

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

WORKING AT GREATER DEPTH

The pupil can write for a range of purposes and audiences:

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 (e.g. 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.