

Name: _____

October 2024

Pupils working at national standard (WRITING)

A pupil is able to demonstrate sufficient evidence of the following:

Composition: planning, drafting, evaluating, editing and proof-reading

- Writing for a range of purposes and audiences demonstrates selection and use of suitable forms with appropriate features drawn from models of similar writing, wider reading and research.
- In planning for narratives, ideas for characters and settings are often drawn from what pupils have read, listened to or seen performed.
- The drafting process is used to make appropriate choices of grammar and vocabulary to clarify and enhance meaning, including use of a thesaurus.
- In narratives, description of settings, characters and atmosphere is used appropriately, including integration of dialogue to convey character and advance the action.
- When required, longer passages are précised appropriately.
- Effectiveness of own and others' writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register, to enhance effects and clarify meaning.
- A dictionary and thesaurus are used to check word meaning and appropriateness.
- Writing for a wider audience is proof-read to ensure accuracy of spelling and punctuation, including effective use of a dictionary.

Composition: structuring and organising text

- The structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of:
 - paragraphs to develop and expand some ideas, descriptions, themes or events in depth
 - a range of cohesive devices to link ideas within and across paragraphs
 - a range of organisational and presentational devices, including the use of columns, bullet points and tables, guide the reader
 - appropriate choice of tense to support whole text cohesion and coherence.

Composition: applying vocabulary, grammar and punctuation

- According to audience, purpose and context, writing demonstrates appropriate use of:
 - expanded noun phrases to convey complicated information concisely
 - relative clauses using a wide range of relative pronouns to clarify and explain relationships between ideas
 - the perfect form of verbs to mark relationships of time and cause
 - modal verbs and adverbs to indicate degrees of possibility, probability and certainty
 - the passive voice to affect the presentation of information
 - vocabulary and grammatical choices to suit both formal and informal situations.
- A range of punctuation is used, mostly accurately (*including: brackets, dashes or commas to indicate parenthesis; commas to clarify meaning or avoid ambiguity; colons to introduce lists and semi-colons to separate items within lists; hyphens to avoid ambiguity; and consistent punctuation of bullet points*).

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Transcription: spelling

- Is able to write sentences from memory, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum.
- Evidence of the full range of spelling rules and patterns including:
 - accurate spelling of most prefixes and suffixes as listed in *English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1* for Years 5/6.
 - accurate spelling of most words with silent letters
 - accurate spelling of most homophones and other words which are often confused
 - accurate spelling of most words that need to be specifically learnt, as listed in Years 5/6 word list in *English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1*.

Transcription: handwriting

- Legible, fluent handwriting is usually maintained when writing at efficient speed. This includes appropriate choice of letter shape; whether or not to join letters; and writing implement.