

Key Stage 2 writing standardisation/moderation 2020

Date...../School...../Class.....

WORKING TOWARDS THE EXPECTED STANDARD (TICK IF MET)

Name (child)	Name (teacher)						Notes
	Date of work						
Evidence found in which pupil book. The pupil can, after discussion with the teacher:							
1T. Child can write for a range of purposes							
2T. Use paragraphs to organise ideas							
3T. In narratives, describe settings and characters							
4T. In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings sub-headings, bullet points)							
5T. Use mostly correctly:							
Capital letters							
Full stops							
Question marks							
Commas for lists							
Apostrophes for contraction							
6T. Spell correctly most words from the year 3 / year 4) spelling list, and some words from the year 5 / year 6 spelling list*							
7T. Write legibly ¹							
TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig)	Mod (sig)	

These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell. At this standard, there is no specific requirement for a pupil's handwriting to be joined.

Date...../School...../Class.....

WORKING AT THE EXPECTED STANDARD (TICK IF MET)

Name (child)	Name (teacher)				Notes	
	Date of work					
Evidence found in which pupil book. The pupil can, after discussion with the teacher:	Title of work					
1A. Child 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)						
2A. In narratives, describe settings, characters and atmosphere						
3A. Integrate dialogue in narratives to convey character and advance the action						
4A. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)						
5A. Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs						
6A. Use verb tenses consistently and correctly throughout their writing						
7A. Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)						
8A. Spell correctly most words from the year 5 / year 6 spelling list*, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary						
9A. Maintain legibility in joined handwriting when writing at speed.						
TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig)	Mod (sig)

Date...../School...../Class.....

WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD (TICK IF MET)

Name (child)	Name (teacher)					Notes
	Date of work					
Evidence found in which pupil book. The pupil can, after discussion with the teacher:	Title of work					
1G. Child can 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)						
2G. Distinguish between the language of speech and writing and choose the appropriate register						
3G. Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this						
4G. 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. [There are no additional statements for spelling and handwriting] Semi colons to mark the boundary between independent clauses						
5G. Produce legible joined up handwriting						
TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig)	Mod (sig)