

## 2016 Reading and Writing Key Stage 2 Interim Teacher Assessment Frameworks

To demonstrate that pupils have met a standard, teachers will need to have evidence that a pupil demonstrates attainment of **all** of the statements within that standard **and all** the statements in the preceding standard(s). Reading has expected statements only.

| Reading   | Writing   |
|---|---|
| <b>The pupil can:</b>   | <b>The pupil can write for a range of purposes and audiences:</b>   |
| read age-appropriate books with confidence and fluency (including whole novels)                                       | 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  |
| read aloud with intonation that shows understanding   | using co-ordinating and subordinating conjunctions  |
|   | using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly                             |
| work out the meaning of words from the context  | spelling most words correctly, including common exception words* (years 3 and 4)  |
|   | spelling some words correctly, including common exception words* (years 5 and 6)  |
|   | producing legible joined handwriting.   |
| explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence | <b>The pupil can write for a range of purposes and audiences (including writing a short story):</b>   |
|   | 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   |
| predict what might happen from details stated and implied   | using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs  |
|   | using passive and modal verbs mostly appropriately  |
| retrieve information from non-fiction   | 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   |
| summarise main ideas, identifying key details and using quotations for illustration                                   | using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens |
|   | spelling most words correctly, including common exception words* (years 5 and 6)  |
|   | maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.  |
| evaluate how authors use language, including figurative language, considering the impact on the reader                | <b>The pupil can write for a range of purposes and audiences:</b>   |
|   | managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures                                       |
|   | selecting verb forms for meaning and effect   |
| make comparisons within and across books.   | using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.     |
|   | <b>[No additional requirements for spelling or handwriting.]</b>  |

2016 Reading and Writing Key Stage 2 Interim Teacher Assessment Frameworks © 2015 PrimaryTools.co.uk

'Most' = the statement is generally met with only occasional errors

'Some' = the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent

\* Refer to National Curriculum



Reading, Writing and Mathematics  
**Next Steps Bookmarks and  
 Assessment Sheets**  
 Based on the National Curriculum from 2014

| Key:   |
|--|
| Working towards the expected standard                        |
| Working at the expected standard                             |
| Working at <b>greater depth</b> within the expected standard |

