

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
The pupil can:	The pupil can write for a range of purposes and audiences:
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	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
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	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
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.
	[No additional requirements for spelling or handwriting.]

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 **greater depth** within the expected standard



www.PrimaryTools.co.uk