

DRAFT: 2016 Writing Key Stage 2 Teacher Assessment Performance Descriptors

Composition: planning, drafting, evaluating, editing and proof-reading	Composition: structuring and organising text	Composition: applying vocabulary, grammar and punctuation	Transcription: spelling	Transcription: handwriting
Writing demonstrates some features of the given form, as appropriate to audience, purpose and context, arising from discussion of models of writing with similar structure, vocabulary and grammar.	The structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of: paragraphs to group related ideas and information	Writing demonstrates appropriate use of: 'a' or 'an' according to whether the next word begins with a consonant or a vowel the plural and possessive -s nouns and noun phrases, modified by adjectives and other nouns to add detail the present perfect form of verbs in contrast to the simple past tense	Some spelling rules and patterns, as listed in the 'English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1 for Year 3/4', are accurately applied, including: accurate spelling of some prefixes and suffixes, accurate spelling of common homophones	Handwriting is increasingly legible and consistent, including diagonal and horizontal strokes used to join letters, when appropriate.
The drafting process is used to make some choices of grammar and vocabulary, through composing and rehearsing sentences orally.				
Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud, to suggest improvements to grammar and vocabulary.	conjunctions, adverbs and prepositions to express time, place or cause	a range of conjunctions, including when, if, because, although, to write sentences containing more than one clause	accurate spelling of some words that are often misspelt	Handwriting is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters; it is not always maintained when writing at efficient speed
Writing is proof-read for spelling and punctuation errors.	simple organisational devices, including headings and sub-headings to aid presentation	Punctuation is used, mostly accurately, including some use of inverted commas to indicate direct speech.	Is able to write from memory simple sentences dictated by the teacher that include words and punctuation included in the key stage 2 national curriculum	
Writing demonstrates features of selected form, as appropriate to audience, purpose and context, drawn from discussion of models of similar writing and the recording of ideas from pupils' own reading.	Structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of: paragraphs to organise information and ideas around a theme	Writing demonstrates appropriate use of: nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description relative clauses beginning with who, which and that to add detail and description fronted adverbials to vary sentence structure	Is able to write from memory simple sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum.	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
The drafting process draws upon a progressively varied and rich vocabulary and a range of sentence structures.				
Settings, characters and plot are created in narrative.	adverbials of time place and number to link ideas across paragraphs	the standard form for verb inflections in written Standard English	The full range of spelling rules and patterns, as listed in the 'English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1 for Years 3/4 and some rules and patterns from the 'English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1 for Years 5/6', are accurately applied, including:	Legible, fluent handwriting is mostly maintained when writing at sustained, efficient speed
Evaluation of the effectiveness of own and others' writing is used to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	pronouns and nouns chosen to aid cohesion and clarity and to avoid repetition	A range of punctuation is used, mostly accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation to indicate direct speech.	accurate spelling of some suffixes, as listed in English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1 for Years 5/6	
Writing is proof-read for spelling and punctuation errors, including some use of a dictionary to check spelling.	tense choice and other devices to build cohesion within and across paragraphs	According to audience, purpose and context, writing demonstrates appropriate use of: expanded noun phrases to convey complicated information concisely	accurate spelling of some common homophones and other words which are often confused	All aspects of writing transcription: handwriting at the above national standard are embedded.
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.	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	relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas	accurate spelling of some words, that are often misspelt, including most words from the Years 3/4 word list and some from the Years 5/6 word list in in English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1	
In planning for narratives, ideas for characters and settings are often drawn from what pupils have read, listened to or seen performed.	a range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis)	the perfect form of verbs to mark relationships of time and cause modal verbs and adverbs to indicate degrees of possibility, probability and certainty	Is able to write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum	Legible, fluent handwriting is consistently maintained when writing at sustained, efficient speed
The drafting process is used to make appropriate choices of grammar and vocabulary to clarify and enhance meaning, including use of a thesaurus.	a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader	the passive voice to affect the presentation of information vocabulary and grammatical choices to suit both formal and informal situations.	Morphological and etymological knowledge, and the full range of spelling rules and patterns, as listed in the 'English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1 for Years 5/6', are accurately applied, including:	
In narratives, description of settings, characters and atmosphere is used appropriately, including integration of dialogue to convey character and advance the action.	appropriate choice of tense to support whole text cohesion and coherence	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).	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.	Text in bold in a pale background is sub criteria
When required, longer passages are précised appropriately.	The structure and organisation of writing is informed by its audience, purpose and context, through the assured use of: effectively organised paragraphs with some evidence of text shaping	sentences containing more than 1 subordinate clause to elaborate and to specify relationships between ideas precise vocabulary and grammatical choices, including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations	accurate spelling of most words with silent letters	
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 wide range of cohesive devices (including: deliberate repetition; precisely chosen adverbials; and consistent and correct choice of tense sustained throughout).	A range of punctuation is used, accurately and appropriately, including semi-colons, colons and dashes to mark the boundary between independent clauses.	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	Text in bold in a pale background is sub criteria
The grammatical terminology in the 'English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 2' is used when discussing and evaluating writing.	All aspects of writing composition: structuring and organising text at the above national standard are embedded.	All aspects of writing composition: applying vocabulary, grammar and punctuation at the above national standard are embedded.	Is able to write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum.	
A dictionary and thesaurus are used to check word meaning and appropriateness.	Structure and organisation of writing is informed by its audience, purpose and context, through the conscious control of: paragraphs, deliberately shaped, to present, withhold, expand, emphasise or develop material to achieve the intended effect	According to audience, purpose and context, writing demonstrates assured use of: sentences containing more than 1 subordinate clause to elaborate and to specify relationships between ideas precise vocabulary and grammatical choices, including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations	Accurate spelling, with only occasional errors in more ambitious vocabulary choices	Pupils working below national standard
Writing for a wider audience is proof-read to ensure accuracy of spelling and punctuation, including effective use of a dictionary.				
Writing for a range of purposes and audiences demonstrates selection and use of appropriate forms and assured adaptation of typical features.	Structure and organisation of writing is informed by its audience, purpose and context, through the conscious control of: paragraphs, deliberately shaped, to present, withhold, expand, emphasise or develop material to achieve the intended effect	According to audience, purpose and context, writing demonstrates assured use of: sentences containing more than 1 subordinate clause to elaborate and to specify relationships between ideas precise vocabulary and grammatical choices, including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations	accurate spelling of most words with silent letters	Pupils working towards national standard
In planning for narratives, characters and settings are adapted and developed from a wide range of sources.				
The drafting process is used to make deliberate choices of grammar and vocabulary to change and enhance meaning for the intended effect.	Structure and organisation of writing is informed by its audience, purpose and context, through the conscious control of: paragraphs, deliberately shaped, to present, withhold, expand, emphasise or develop material to achieve the intended effect	According to audience, purpose and context, writing demonstrates assured use of: sentences containing more than 1 subordinate clause to elaborate and to specify relationships between ideas precise vocabulary and grammatical choices, including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations	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	Pupils working at national standard
Effectiveness of own and others' writing is evaluated and edited to make assured changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.				
All aspects of writing composition: planning, drafting, evaluating, editing and proofreading at the above national standard are embedded.	Structure and organisation of writing is informed by its audience, purpose and context, through the conscious control of: paragraphs, deliberately shaped, to present, withhold, expand, emphasise or develop material to achieve the intended effect	According to audience, purpose and context, writing demonstrates assured use of: sentences containing more than 1 subordinate clause to elaborate and to specify relationships between ideas precise vocabulary and grammatical choices, including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations	Is able to write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum.	Pupils working above national standard
Writing for a range of purposes and audiences is manipulated and controlled to achieve the intended effect.				
The drafting process is used to make judicious choices of grammar and vocabulary to manipulate meaning for the intended effect.	Structure and organisation of writing is informed by its audience, purpose and context, through the conscious control of: paragraphs, deliberately shaped, to present, withhold, expand, emphasise or develop material to achieve the intended effect	According to audience, purpose and context, writing demonstrates assured use of: sentences containing more than 1 subordinate clause to elaborate and to specify relationships between ideas precise vocabulary and grammatical choices, including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations	All aspects of writing transcription: spelling at the above national standard are embedded.	Pupils working at mastery standard
Effectiveness of own and others' writing is evaluated and edited to make judicious changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.				
Overall cohesion through the deliberate manipulation of a range of well-chosen devices for effect.	Structure and organisation of writing is informed by its audience, purpose and context, through the conscious control of: paragraphs, deliberately shaped, to present, withhold, expand, emphasise or develop material to achieve the intended effect	According to audience, purpose and context, writing demonstrates assured use of: sentences containing more than 1 subordinate clause to elaborate and to specify relationships between ideas precise vocabulary and grammatical choices, including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations	Is able to write from memory complex sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum.	Text in bold in a pale background is sub criteria

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