

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:	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 a range of conjunctions, including when, if, because, although, to write sentences containing more than one clause	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 accurate spelling of some words that are often misspelt	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.	paragraphs to group related ideas and information	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	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
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	Writing demonstrates appropriate use of: nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description	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.	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	adverbials of time place and number to link ideas across paragraphs	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 usually maintained when writing at efficient speed. This includes appropriate choice of letter shape; whether or not to join letters; and writing implement
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:	pronouns and nouns chosen to aid cohesion and clarity and to avoid repetition	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	Legible, fluent handwriting is mostly maintained when writing at sustained, efficient speed
The drafting process draws upon a progressively varied and rich vocabulary and a range of sentence structures.	paragraphs to organise information and ideas around a theme	tense choice and other devices to build cohesion within and across paragraphs	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.
Settings, characters and plot are created in narrative.	adverbials of time place and number to link ideas across paragraphs	According to audience, purpose and context, writing demonstrates appropriate use of:	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 English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1	Legible, fluent handwriting is consistently 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.	fronted adverbials to vary sentence structure	expanded noun phrases to convey complicated information concisely	Is able to write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum	Key: Pupils working below national standard Pupils working towards national standard Pupils working at national standard Pupils working above national standard Pupils working at mastery standard Text in bold is main criteria
Writing is proof-read for spelling and punctuation errors, including some use of a dictionary to check spelling.	the standard form for verb inflections in written Standard English	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.	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:	Text not in bold in a pale background is sub criteria
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.	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.	According to audience, purpose and context, writing demonstrates appropriate use of:	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.	DRAFT: 2016 Writing Key Stage 2 teacher assessment performance descriptors © 2015 PrimaryTools.co.uk
In planning for narratives, ideas for characters and settings are often drawn from what pupils have read, listened to or seen performed.	the perfect form of verbs to mark relationships of time and cause	relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas	Accurate spelling of most words with silent letters	
The drafting process is used to make appropriate choices of grammar and vocabulary to clarify and enhance meaning, including use of a thesaurus.	modal verbs and adverbs to indicate degrees of possibility, probability and certainty	the modal voice to affect the presentation of information	Accurate spelling of most homophones and other words which are often confused	
In narratives, description of settings, characters and atmosphere is used appropriately, including integration of dialogue to convey character and advance the action.	the passive voice to affect the presentation of information	vocabulary and grammatical choices to suit 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	
When required, longer passages are précised appropriately.	a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader	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).	Is able to write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum	
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.	appropriate choice of tense to support whole text cohesion and coherence	According to audience, purpose and context, writing demonstrates assured use of:	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.	
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.	The structure and organisation of writing is informed by its audience, purpose and context, through the assured use of:	sentences containing more than 1 subordinate clause to elaborate and to specify relationships between ideas	Accurate spelling of most words with silent letters	
A dictionary and thesaurus are used to check word meaning and appropriateness.	effectively organised paragraphs with some evidence of text shaping	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 homophones and other words which are often confused	
Writing for a wider audience is proof-read to ensure accuracy of spelling and punctuation, including effective use of a dictionary.	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	
Writing for a range of purposes and audiences demonstrates selection and use of appropriate forms and assured adaptation of typical features.	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	
In planning for narratives, characters and settings are adapted and developed from a wide range of sources.	Structure and organisation of writing is informed by its audience, purpose and context, through the conscious control of:	clauses manipulated to emphasise relationships between complex ideas or to convey information succinctly	Accurate spelling, with only occasional errors in more ambitious vocabulary choices	
The drafting process is used to make deliberate choices of grammar and vocabulary to change and enhance meaning for the intended effect.	paragraphs, deliberately shaped, to present, withhold, expand, emphasise or develop material to achieve the intended effect	consistently precise vocabulary and grammatical choices, including use of the subjunctive mood where appropriate, to suit both formal and informal situations.	All aspects of writing transcription: spelling at the above national standard are embedded.	
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.	overall cohesion through the deliberate manipulation of a range of well-chosen devices for effect.	The full range of punctuation is used for clarity and emphasis, with only occasional errors in more ambitious constructions.	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.	
All aspects of writing composition: planning, drafting, evaluating, editing and proofreading at the above national standard are embedded.				
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.				
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.				

