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| **Text Types** |
| **Narrative** | **Recount** | **Diary** | **Investigation** |
| **Persuasion** | **Non Chronological Report** | **Newspaper** | **Formal Letter** |
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| **End of Key Stage 2 Assessment** |
|  | Book: |  |   |  |  |  |  |
| Date: |  |  |  |  |  |  |
| **Working towards the expected standard** | Use paragraphs |  |  |  |  |  |  |
| Describe settings and characters |  |  |  |  |  |  |
| Use some cohesive devices | within and across **sentences** |  |  |  |  |  |  |
| within and across **paragraphs**  |  |  |  |  |  |  |
| Headings  |  |  |  |  |  |  |
| Subheadings  |  |  |  |  |  |  |
| Bullet points |  |  |  |  |  |  |
| Use different verb forms mostly accurately  | Regular verbs |  |  |  |  |  |  |
| Irregular verbs |  |  |  |  |  |  |
| Use co-ordinating conjunctions*(FANBOYS)* |  |  |  |  |  |  |
| Use subordinating conjunctions |  |  |  |  |  |  |
| Punctuation | Capital letters |  |  |  |  |  |  |
| Full stops |  |  |  |  |  |  |
| Question marks |  |  |  |  |  |  |
| Exclamation marks *(how/what)* |  |  |  |  |  |  |
| Commas in a list |  |  |  |  |  |  |
| Apostrophes in a contraction *(can’t/she’ll)* |  |  |  |  |  |  |
| Spelling **most** words correctly: years 3 and 4 |  |  |  |  |  |  |
| Spelling **some** words correctly: years 5 and 6 |  |  |  |  |  |  |
| Produce legible, joined handwriting  |  |  |  |  |  |  |

Name:

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| **End of Key Stage 2 Assessment**Name: |
|  | Book: |  |  |  |  |  |  |
| Date: |  |  |  |  |  |  |
| **Working at the expected standard** | Write effectively for a range of purposes and audiences, selecting language which shows awareness of the reader. |  |  |  |  |  |  |
| In narrative, describe setting, character and atmosphere |  |  |  |  |  |  |
| Integrate dialogue in narratives to convey character and advance the action |  |  |  |  |  |  |
| Use a range of cohesive devices, within and across sentences and paragraphs | Pronouns  |  |  |  |  |  |  |
| Conjunctions  |  |  |  |  |  |  |
| Fronted adverbials/adverbial phrases  |  |  |  |  |  |  |
| Other cohesive devices |  |  |  |  |  |  |
| Synonyms |  |  |  |  |  |  |
| Use **modal verbs** mostly appropriately *(would, could, must, will, can, may, might)* |  |  |  |  |  |  |
| Use **passive voice** mostly appropriately  |  |  |  |  |  |  |
| Verb Forms | Subjunctive form |  |  |  |  |  |  |
| Perfect form |  |  |  |  |  |  |
| Verb form consistent |  |  |  |  |  |  |
| Use a wide range of clause structure, sometimes varying their position within the sentence | Compound sentence*(two main clauses)* |  |  |  |  |  |  |
| Complex sentence*(relative clause)* |  |  |  |  |  |  |
| Complex sentence*(subordinate clause at the beginning)* |  |  |  |  |  |  |
| Complex sentence*(subordinate clause at the end)* |  |  |  |  |  |  |
| Short sentence |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |
| Use adverbs: manner = how time = when place = where |  |  |  |  |  |  |
| Use preposition phrases |  |  |  |  |  |  |
| Expanded noun phrases |  |  |  |  |  |  |
| PunctuationSome correct use of: | Inverted commas |  |  |  |  |  |  |
| Commas for clarity |  |  |  |  |  |  |
| Punctuation for parenthesis mostly correct | Brackets () |  |  |  |  |  |  |
| Commas , |  |  |  |  |  |  |
| Dashes -  |  |  |  |  |  |  |
| Semi colon ; |  |  |  |  |  |  |
| Colon :*(introduce a list/to mark two independent clauses)* |  |  |  |  |  |  |
| Hyphen –  |  |  |  |  |  |  |
| Spelling **most** words correctly: years 5 and 6 |  |  |  |  |  |  |
| Maintain legibility, fluency and speed in handwriting. |  |  |  |  |  |  |

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| **Working at greater depth** | Distinguish between text types and the language of speech, using the appropriate register |  |  |  |  |  |  |
| Manage shifts between levels of formality across text types and within where appropriate | Select vocabulary precisely  |  |  |  |  |  |  |
| Manipulating grammatical structures |  |  |  |  |  |  |
| Select verb forms for meaning and effect |  |  |  |  |  |  |
| Adapt your writing style to suit the purpose and audience *(language, characterisation, structure, suspense, well-placed clues – make the reader infer)* |  |  |  |  |  |  |
| Use a full range of punctuation correctly and precisely to enhance meaning and avoid ambiguity. |  |  |  |  |  |  |

Name: