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| **Text Types** | | | | | | | | | | | | |
| **Narrative** | | | **Recount** | | | **Diary** | | | | **Investigation** | | |
| **Persuasion** | | | **Non Chronological Report** | | | **Newspaper** | | | | **Formal Letter** | | |
|  | | | | | | | | | | | | |
| **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 | | | | |  |  |  |  |  |  |
| Punctuation  Some 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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|  | | | Book: |  |  |  |  |  |  |
| Date: |  |  |  |  |  |  |
| **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: