Getting it 'Write'

Secure Teacher Assessment of Key Stage 2 Writing

(updated 2022)

Introduction

Accurate teacher assessment and verification of the KS2 Writing requires…

- a secure knowledge and understanding of the statements for each standard within the interim teacher assessment frameworks for writing (KS1 and KS2)

- Depth of subject knowledge and understanding of the grammatical terminology required by the programmes of study

- Familiarity with the English programme of study and associated appendices (spelling, and vocabulary, grammar and punctuation), relating to writing, in the 2014 national curriculum.

Three skills are required. Teachers need to:

- **Understand the criteria**

- **Recognise these 'pupil can' statements in writing**

- **Know whether there is enough evidence to credit children**

This document has been put together in order to help teachers understand the criteria in the Teacher Assessment Framework for Writing.

The Teacher Assessment Framework is a 'secure fit' model. A pupil's writing should meet all the 'pupil can' statements within the standard they are judged to be working at.

However, teachers can use their discretion to ensure that, *on occasion*, a particular weakness does not prevent an accurate judgement being made of a pupil's overall attainment. (Note: 'Particular weakness' relates to the writing – to a whole or part of one, or maximum two, 'pupil can' statements - NOT to the child.) The overall standard of attainment, set by the 'pupil can' statements, remains the same.

Key questions to consider, on a pupil-by-pupil basis, when considering making a teacher judgement taking into account a 'particular (writing) weakness':

Is the particular weakness in <u>a part or whole of a 'pupil can' statement(s)</u> fundamental to the holistic judgement of the writing? How much impact does this weakness have on the writing as a whole?

For further guidance about a 'particular weakness' please read:
www.hertsforlearning.co.uk/blog/very-particular-weakness

Evidence

Evidence should come from day-to-day work in the classroom and can be drawn from a variety of sources: the only requirement is that it supports the judgement being made. The type of evidence will vary from school to school, class to class, and even pupil to pupil. **A pupil's work in books will often have all the evidence a teacher needs**, but evidence might come from a number of potential additional sources, such as projects, assessment notes, classroom tests and assessments.

Take note of the **Qualifiers: some, many, most**
Statements contain qualifiers to indicate that pupils will not always consistently demonstrate the skill required:
Some – indicates that the skill/knowledge is starting to be acquired, and is demonstrated correctly **on occasion**, but **is not consistent or frequent**
Many – more than some – not as many as most
Most – indicates that the statement is generally met with only occasional errors

Exemplification and 'independence'
It is not statutory to use the exemplification, but the exemplification does provide concrete examples of what the criteria *could* look like.
It exemplifies the "secure fit" model – some pupils meet almost all the criteria for a higher standard.
It shows evidence for writing that is allowed as "working independently": writing evidence has been redrafted by the pupil. This is acceptable as independent work.

Writing is likely to be independent if it:
- emerges from a text, topic, visit, or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about
- enables pupils to use their own ideas and **provides them with an element of choice**, for example writing from the perspective of a character they have chosen themselves
- has been **edited, if required, by the pupil without the support of the teacher**, although this **may be in response to self, peer, or group evaluation**
- is produced by pupils who have, if required, sought out classroom resources, such as dictionaries or thesauruses, **without prompting** to do so by the teacher

Writing is not independent if it has been:
- modelled or heavily scaffolded
- copied or paraphrased
- edited as a result of direct intervention by a teacher or other adult, for example when the pupil has been directed to change specific words for greater impact, where incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text

- supported by detailed success criteria that specifically direct pupils as to what to include, or where to include it, in their writing, such as directing them to include specific vocabulary, grammatical features, or punctuation

A piece of writing may provide evidence of a pupil demonstrating some 'pupil can' statements independently, but not others. For example, a pupil may produce an independent piece of writing which meets many of the statements relating to composition and the use of grammar, but does not demonstrate independent spelling where the teacher has provided the pupil with domain specific words or corrected their spelling. **This does not mean that the entire piece is not independent**. It may be used to evidence 'pupil can' statements for which support has not been provided. (KS2 TA guidance section 6.2, page 13)

Key point: You don't know which children can independently identify and fix their errors, until you put it to the test. Give work back to pupils, with a highlighter if necessary, and ask them to highlight all the words they think they have spelt incorrectly. (Or for a poor speller- ask them to highlight all the words they know they have spelt correctly.)

For further guidance about independence see also:
www.hertsforlearning.co.uk/blog/declaration-independence

You don't have to use a tick-list but–
Teachers do need to assess against each statement
Teachers do need to be able to identify evidence to support each judgement

Additional guidance:

www.hertsforlearning.co.uk/blog/write-away-and-other-lessons-derived-2018-ks2writing-moderations

www.hertsforlearning.co.uk/blog/10-key-updates-2018-ks2-writing-assessment

Working towards expected standard

The pupil can :

'write for a range of purposes'

e.g. description, balanced argument, narrative, letter, report, explanation etc. ***

'use paragraphs to organise ideas'

Paragraphs help to structure text; every new paragraph starts on a new line. We start a new paragraph to signal that the person, place, time or topic of the sentences has changed.

In fiction text, paragraphs are usually used to mark breaks in time. A new paragraph may also be started if the point of view switches from one character to another.

In a non-fiction text, a paragraph is a group of sentences that usually all have one theme in common. A good way to encourage children to use paragraphs in a story is to introduce this idea at the planning stage. A story map or story mountain with boxes can help children to think about each paragraph before they start writing. A good way to encourage children to use paragraphs when writing a non-fiction text is to give them a spider diagram with sub-headings for making notes on.

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'in narratives, describe settings and characters'

e.g. describing settings e.g. a glorious sunny day…; a happy place to live, and characters, eg eyes…like the stars of the night sky; eyes…as brown as bark.

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'in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)'

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'using capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly'

Secure the sentence: ensure that pupils are able to punctuate a sentence correctly, mostly avoiding comma splices and the run-on sentence. (NB exclamation mark removed for 2018)

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'spelling most words correctly* (years 3 and 4)'

This includes apostrophes for possession, singular plural, regular, and irregular

(See attached spelling lists from the National Curriculum.)

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'spelling some words correctly* (years 5 and 6)'

(See attached spelling lists from the National Curriculum.)

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'write legibly' [1]

1. At this standard, there is no specific requirement for a pupil's handwriting to be joined.

Working at expected standard

The pupil can:

'write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) '
Ensure that purposeful tasks enable the pupil to demonstrate an awareness of the intended audience, so pupils are able to adopt vocabulary and grammatical structures that reflect what the writing requires, e.g. (from STA exemplification- Morgan) the polite recommendation in the letter of thanks, the impersonal constructions in the graffiti argument and technical vocabulary in the science piece.

The explicit reference to awareness of the reader emphasises the importance of the writer's intended audience.

> **Key points:**
> - When setting tasks, be clear about who is the intended audience, and the purpose of the writing
> - When giving feedback, ask the writer, "What **effect** do you want to have on the reader?" (e.g. to scare, intrigue, inform, persuade etc.) rather than, "Can you add in a fronted adverbial, an adjective, a noun phrase…etc.?"
> - Allow opportunities for pupils to select their own intended audience
> - Give plenty of opportunities to read their writing aloud
> - During reading, consider how the reader is affected, and how the author elicited these responses.

See also: www.hertsforlearning.co.uk/blog/true-purpose-writing-moving-looking-primary-writing

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'in narratives, describe settings, characters and atmosphere'

It should be noted that 'narrative' is defined as an account of connected events, real or imagined, which can include stories, plays, poetry, recounts, reports, biographies, autobiographies, memoirs, letters, diaries, news broadcasts etc.

Description of settings, characters and atmosphere can be depicted in various ways, e.g. through the use of descriptive noun phrases, or through characters' thoughts, actions, reactions and relationships with others. (Note: description within narrative is not interpreted in a reductive manner- as the examples below show.)

e.g. describing settings (a glorious sunny day…; a happy place to live)
and characters (eyes…like the stars of the night sky; eyes…as brown as bark)

Use noun phrases – adjectives:-
- **To better imagine/paint a picture** (Fluffy clouds/blazing sun/tranquil sea)

- To **show/tell** us something about a character to **lead us to infer** (Clenched fist/furrowed brow *or even* porcelain skin/cornflower blue eyes)

From the STA exemplification: Morgan (EXS)
'Ana's mother stroked her on the back.'
Morgan shares seemingly small details from the scene to help the reader to picture what is happening and to share information about the characters and their relationship without telling the reader explicitly. This technique is used later in the story too: *('…allowed her clear tears fall freely down her cheeks').*

Morgan (EXS)
'…is this me? Has she climbed into my mind?'
Rhetorical questions as Macbeth questions whether he can go through with the murder give information about his character and serve to create tension at this pivotal moment.

Leigh (EXS)
'Determined to escape'
A fronted subordinate clause foregrounds Lauren's determination and resourcefulness…
'Should I risk my life…?'
Modal verb expresses Jack's doubt and uncertainty.
'Everything was still apart from Jack…'
The atmospheric stillness contrasts with Jack's mother's agitation and excitement…

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'integrate dialogue in narratives to convey character and advance the action'

Make sure that dialogue is used in fiction writing.
Use dialogue to advance the action/story.
Use dialogue to reveal something about the characters. (Use 'show', not 'tell'.)

Remember to insist on
Inverted commas <u>and</u> additional punctuation.
Remember to use a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*

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' select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) '

Pupils should apply their knowledge of vocabulary and grammatical structures to writing for different contexts, which may include those that are formal or informal.

In fiction:

Does the use of language fit the style and formality of the genre? For example:
- using archaic language appropriately, to support the effect;
- in dialogue, using contracted forms, 'multi-word' verbs (e.g. 'find out' rather than 'discover'), question tags, or vernacular forms;
- consistency within the use of historically accurate cultural reference points;
- repetition of key language/sentence structures/events to emphasise a point (grammatical structures).

In non-fiction:

Is vocabulary deliberately selected to reflect the level of formality and evoke a particular feeling? For example:
- maintaining objectivity through using impersonal grammatical constructions such as 'some people believe…,';
- using appropriate technical vocabulary in relation to subject-specific content i.e. habitat instead of home, or carnivore instead of meat-eater;
- repetition of key language/sentence structures/events, to emphasise a point (grammatical structures).

Is the pupil using a range of sentence structures, as appropriate to purpose and audience? e.g. single clause or multi-clause

Examples of different multi-clause structures:
- Main clause/main clause
- Main clause/subordinate clause
- Fronted subordinate clause/main clause
- Main clause with embedded clause in the middle
- Main clause with a relative clause **These can be joined by:**
- Co-ordinating conjunctions/ subordinating conjunctions
- A variety of punctuation (comma, colon, semi-colon, parenthetic punctuation)

Examples of simple sentences:
- **I'm happy.**
- **Robert doesn't eat meat.**
- **My brother and I went to the mall last night.**
- **This new laptop computer has already crashed twice.**

Simple sentences are not necessarily short.

A **compound sentence (main clause, main clause)** has two independent clauses joined by a linking word (and, but, or, so, yet, however).

Each independent clause could be a sentence by itself, but we connect them with a **linking word:**
- **I'm happy, but my kids are always complaining.**

- **Robert doesn't eat meat, so Barbara made a special vegetarian dish for him.**
- **My brother and I went to the mall last night, but we didn't buy anything.**
- **This new laptop computer has already crashed twice, and I have no idea why.**

A **complex sentence** has one independent clause and one or more **subordinate clauses**.
A subordinate clause cannot be a complete sentence by itself.
- **I'm happy, even though I don't make much money.**
- **Robert, a friend I've known since high school, doesn't eat meat.**
- **My brother and I went to the mall last night, while my sister stayed home and studied.**
- **This new laptop computer, which I bought yesterday, has already crashed twice.**

Is the pupil able to use **passive and model verbs** appropriately?
A **passive verb** has a subject which is undergoing the action of the verb, rather than carrying it out. Used in formal and impersonal contexts:

> The apple was eaten
> The clouds were seen to disperse
> It was thought …….

Examples of Passive Verbs **Journalistic writing:**

> Police were called late last night when…
> Two masked figures were seen entering the jewellers…

Persuasion/Argument :

> It could be argued that… It was often thought that…

Report:

> Polar bears are found in…
> Test tubes were placed in the rack…

Narrative:

> '…but the ghostly figure was nowhere to be found.
> The rules had been explained - but they would be broken…

Modal verbs indicate likelihood:- used in discursive and persuasive writing
Will, would, can, could, may, might, shall, should, must and ought. Indicating degrees of possibility:

> Every right thinking person will <u>agree</u> that… Surely it could <u>be possible </u>for….
> In summary, it must <u>change</u> now that…

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> ' use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs'

The references within the bracket are included only as examples. The emphasis is on building cohesion to support overall coherence.

Overall cohesion

Adverbials to say **when, where**, **how** or how often (the main reasons to change paragraph) **time**, **place** and **action**…).

Repetition of a key idea across the piece (a 'secret string' or a 'golden thread' holding it together).

Linking opening and endings (i.e. same setting, characters or dialogue, or reiteration of something from the opening in non-fiction).

Layout devices such as headings, sub-headings, columns, bullet points etc…

Appropriate selection of vocabulary maintains thematic cohesion across the whole piece (viewpoint).

Internal cohesion

Use of pronouns, noun phrases and expanded noun phrases to link ideas, provide more information and avoid repetition *(i.e. the car, it, the VW Beetle, Herbie, the loveable automobile).*

Elaborating on the 'topic sentence', with additional points/ideas.

Adverbs/adverbials to support the elaboration of ideas

Use of conjunctions to connect sentences within paragraphs

'Hooks' to link paragraphs together *(i.e. repetition of key words, synonyms, pronouns, prepositions, references back to earlier comments etc…).*

Key question: Have some pupils become over-reliant on the same cohesive devices? See also www.hertsforlearning.co.uk/blog/ks2-writing-assessment-clarifying-cohesion for the range of devices that Morgan uses.

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'use verb tenses consistently and correctly throughout their writing'

Can the pupil keep the same tense throughout a clause? We don't want to have one time period being described in two different tenses. If you have two or more time periods, start a new clause or a new sentence.

Ask pupils why the following sentence is confusing: *Mark finished his essay, tidies his room, and went out for supper*.
How could it be changed?
e.g. Mark finished his essay, tidied his room, and went out for supper. Or:
Mark finished his essay and went out for supper, and now he is tidying his room.

If the writer pays close attention to verb tense agreement, they will find that readers can easily understand their writing.

Verb forms are also discussed here: www.hertsforlearning.co.uk/blog/teaching-timelords-verb-forms-uks2-writing

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Specific punctuation marks are now included only as examples. Pupils should demonstrate mostly correct use of the range of punctuation taught at KS2, but this does not mean that every punctuation mark needs to be evident across their writing.

Punctuation Expectations

Punctuation taught at KS2	Working Towards	Expected	Greater Depth
Capital Letters	Most	Range of punctuation used mostly correctly. Not **all** punctuation needs to be evident	Range of punctuation used correctly, and, where necessary, used precisely to enhance meaning, and avoid ambiguity. Not **all** punctuation needs to be evident.
Full stops	Most		
Question marks	Most		
Exclamation marks			
Commas for lists	Most		
Apostrophes for contraction	Most		
Inverted commas			
Commas for clarity			
Parenthesis			
Semi-colons*			
Dashes			
Colons*			
Hyphens			

What are the implications for your teaching of punctuation?

Punctuation should contribute to the purpose, style and formality of the writing. You don't need to see all forms of punctuation in every piece.

Inverted commas
Remember to use a comma after the reporting clause; end punctuation within inverted commas:
The conductor shouted, "Sit down!"

Commas for clarity
Using commas:
After fronted adverbials (taught year 4)
After a subordinate clause (taught year 5)

Parenthesis: Using commas, brackets and dashes to make an interruption
Parenthesis encapsulates a portion of a sentence which **adds extra information.** If you can take this 'interruption' out of the sentence without losing the meaning of the sentence, use commas, dashes or brackets to close it off, e.g.
Mary, who has two young children, has a part time job in the library.
Thousands of children – like the girl in this photograph – have been left homeless. He'd clearly had too much to drink (not that I blamed him).

Commas, dashes and brackets can all indicate parenthesis. However, it is not necessary for pupils to demonstrate all three forms of punctuation to indicate parenthesis across a collection of writing.

Semi-colon

Most commonly, the semi-colon is used between two independent clauses (i.e., clauses that could stand alone as separate sentences) when a coordinating conjunction (*for*, *and*, *nor*, *but*, *or*, *yet*, *so*) is omitted.

The semi-colon is also used between two independent clauses linked by an adverb or subordinating conjunction (e.g., *accordingly*, *consequently*, *for example*, *nevertheless*, *so*, *thus*).

> *'Heavy snow continues to fall at the airport; consequently, all flights have been grounded.'*

The semicolon can also be used in lists with internal commas. In this usage, the semicolon acts as a sort of super-comma!

> *'The new store will have groceries on the lower level; luggage, housewares, and electronics on the ground floor; men's and women's clothing on the second floor; and books, music, and stationery on the third floor.'*

Colon

The colon is used to introduce a list of items.

The colon is used to separate two independent clauses when the second explains or illustrates the first. In such usage, the colon functions in much the same way as the semicolon. The colon can be used to emphasize a phrase or single word at the end of a sentence. A dash can be used for the same purpose.

> *'After three weeks of deliberation, the jury finally reached a verdict: guilty.'*

A colon or semi-colon should always be followed by a lower-case letter, unless the word is a proper noun or the pronoun I.

At the expected standard, pupils do not need to evidence the use of semi-colons and colons to mark the boundary between independent clauses (although they may do so). It is acceptable for pupils to use a colon to introduce a list and to use semi-colons within lists.

Dashes

The dash can be used as a break in a sentence where a comma, semicolon, or colon would be traditionally used:

> *One thing's for sure – he doesn't want to face the truth.*
> *Things have changed a lot in the last year – mainly for the better.*

and to denote interruption:

> *'I haven't come all this way to fight, I -'*

Dashes can be used to mark the boundary between independent clauses or to mark parenthesis. A pair of dashes or a single dash can be used to mark a parenthetical afterthought. Any of these uses can provide evidence for dashes at the expected standard.

Hyphens
Can be used to avoid ambiguity within words:
'man eating shark' versus *'man-eating shark'*

A note from the STA regarding Bullet points and ellipsis:
Bullet points may be referred to as punctuation marks or typographical symbols: they are typically used to introduce items in a vertical list. The NC refers to the <u>consistent punctuation of</u> bullet points; therefore, if they are used, the way they are punctuated must be consistent. For example, each item starting with a lower case or upper case letter, but not mixed; each item ending with a full stop or no punctuation, but not mixed etc.

Pupils do not need to demonstrate the use of ellipsis dots as part of the full range of punctuation taught at key stage 2 (although they may choose to do so). In the NC, ellipsis is referenced as a cohesive device, even though it is grouped under 'terminology' alongside other punctuation marks.

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<div align="center">'spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary'</div>

Pupils are required to evidence mostly correct spelling of words from the Y5/ 6 statutory word list: evidence may come from a range of sources, such as pupils' independent writing, spelling tests and exercises.

There is no requirement for pupils to evidence all of the words on the word list within their independent writing, but where they are used, most should be spelt correctly.

Pupils should evidence use of a dictionary to help them with more ambitious vocabulary.

(See attached spelling lists from the National Curriculum.)

The frameworks refer to the spelling lists: these are the statutory word lists within the spelling appendix to the national curriculum (English Appendix 1) and not the spelling rules and guidance.
At KS2, the word lists for years 3 and 4 and years 5 and 6 are statutory: they should be assessed on an ongoing basis, and should generally be evident in pupils' writing across the curriculum.
The statement does not stipulate the number of words pupils should use in their independent writing, only that where pupils do use these words, most should be spelt correctly.
Pupils may choose to use words from the statutory word lists in their day-to-day writing: these words are likely to be evident across different curriculum subjects. Where words from these lists are used, teachers should refer to the relevant qualifiers and assess the evidence against the 'pupil can' statement accordingly.
Spelling tests or exercises may be used as evidence for the 'pupil can' statement. If pupils do not use any of the words from the statutory lists in their day-to-day writing, evidence from these tests and exercises alone is sufficient.

There is no requirement for a pupil to evidence correct spelling of all the words on the statutory word lists. If there is no evidence that pupils can spell words from the statutory word lists, in accordance with the relevant qualifiers, the 'pupil can' statement would not be met.

FAQ:

At KS2, if child spells words from the years 5 and 6 word list correctly but not words from the years 3 and 4 word list or KS1 common exception words, can they be judged to be 'working at the expected standard'?

To be judged to be 'working at the expected standard', the guidance states that teachers should be confident that pupils have met the standards preceding the one at which they judge them to be working at. A pupil at KS2 should be able to spell the words from both the year 3 and 4 word list and the KS1 common exception words, as well as the words from the year 5 and 6 word list.

See also : www.hertsforlearning.co.uk/blog/spelling-are-chopping-changing-and-doubling-onesecrets-spelling-success

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<div align="center">'maintain legibility in joined handwriting when writing at speed.'[2]</div>

The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

The requirement is now for joined handwriting at the 'expected standard'. Evidence for joined handwriting can come from handwriting books or exercises, but this would not be sufficient on its own.

FAQ

How many pieces of work could be word-processed within a collection for a pupil? Evidence should come from day-to-day work in the classroom. There is no limit to the number of word-processed pieces of work a teacher can draw upon when making their judgement. However, pupils must demonstrate their handwriting in their day-to-day writing in order to meet the relevant 'pupil can' statement.

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Working at Greater Depth within the expected standard

The pupil can:

'write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)'

Pupils' knowledge of language, gained from reading a range of texts, should be drawn on independently to enhance their writing.

At this standard, adaptation for purpose and audience is often enhanced by the writer's distinctive and independent voice.

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'distinguish between the language of speech and writing₃ and choose the appropriate register'

Pupils working at 'greater depth' should be able to consistently distinguish between speech (e.g. playground language, informal conversation…), and written language (e.g. that used for stories, reports, persuasion…).

'Register' refers to pupils selecting vocabulary appropriate to the context of the writing, for example, indicators of formality in a letter of complaint; concision within a stage direction; contracted forms in casual dialogue.

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'exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this'

There is no requirement for pupils to manage shifts between levels of formality within a single piece of writing. However, pupils working at 'greater depth' must demonstrate the ability to manipulate grammar and vocabulary according to the context of the writing. The emphasis on 'assured and conscious control' refers to the fact that choices made in their writing are deliberate and considered.

Hence, pupils must be able to consciously control the level of formality, and recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar. The following table may be of help in helping pupils to recognise formal and informal writing.

Features that may indicate informal and formal writing

Some features that may indicate informality	Some features that may indicate formality
Contracted forms, for example • *Let's get you an ice pack…* • *They wouldn't have…if they hadn't…* • *They've taken the sheep!*	Some modal verbs in certain grammatical structures, for example • *Should it rain, we may have to cancel the picnic.* • *This village would appear normal…* • *Most people might ask…*
Question tags, for example • *He's your friend, isn't he?* • *These are your shoes, aren't they?*	The subjunctive, for example • *If I were to come in…* • *Were they to come in…* • *They requested that he leave immediately.*
'Multi-word' verbs, for example • *find out* rather than *discover* • *ask for* rather than *request*	Some use of abstract nouns, and noun phrases used as the subject of the verb, for example • <u>*Darkness*</u> *was being whispered in…* • *…full of* <u>*despair.*</u> • *Of course,* <u>*the most significant matter of evacuation*</u> *is…*
Passives using 'get', for example • *I got my hair cut last week.* • *He got told off by the teacher.*	Some passive constructions, for example • *It is widely believed that…* • *You are provided with a life-jacket…* • *Flocks of sheep have been taken…*
Second person direct address to the reader, and some usage of first person, for example • *If you love a challenge – however difficult* – *then you will…* • *Are you nervous about the London trip?* • *When we arrived at school we…*	The personal pronoun 'one', for example • *One should not be concerned about…* • *It is better to do this oneself.*
Vernacular (everyday) language, including idioms, for example • *…do your bit for the war.* • *…the words are stuck in my throat.* • *Take selfies with no teacher in!*	Vocabulary that is technical, or context/subject-specific, for example • *…plea for mercy…* • *…oil producers… plantations… non-sustainable…* • *…these are my words of farewell.*
Features that replicate spoken language, such as ellipsis, discourse markers and some non-standard forms, for example • *'OK…what time?' 'Eleven.'* • *Well stop right there!* • *"C'mon, he wasn't doin' nothin'!"*	Nominalisation (use of nouns rather than verbs or adjectives), for example *The* <u>*arrival*</u> *of the mysterious stranger caused considerable* <u>*excitement,*</u> *rather than We were very* <u>*excited*</u> *when the mysterious stranger* <u>*arrived*</u>.

> 'use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.'^

The statement does not refer to specific punctuation marks, or to how they should be used. Pupils working at 'greater depth' should demonstrate their understanding of the range of punctuation taught at KS2, using it correctly and precisely to enhance meaning and avoid ambiguity. The key here is that punctuation is used to enhance meaning.

[There are no additional statements for spelling or handwriting]

Appendix 1: useful links and resources

KS2 Assessing and reporting arrangements

www.gov.uk/government/publications/2022-key-stage-2-assessment-and-reporting-arrangements-ara

KS2 TA guidance

www.gov.uk/government/publications/key-stage-2-teacher-assessment-guidance

KS2 TA Frameworks

www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2

Pre-KS2 standards www.gov.uk/government/publications/pre-key-stage-2-standards

KS2 writing exemplification

www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks2-english-writing

KS2 TA data collection

www.gov.uk/government/publications/key-stage-2-teacher-assessment-data-collection-technical-specification

Assessment team blogs

Write away! And other lessons derived from the 2018 KS2 writing moderations
www.hertsforlearning.co.uk/blog/write-away-and-other-lessons-derived-2018-ks2-writing-moderations

10 Key updates
www.hertsforlearning.co.uk/blog/10-key-updates-2018-ks2-writing-assessment

A very particular weakness
www.hertsforlearning.co.uk/blog/very-particular-weakness

Declaration of independence
www.hertsforlearning.co.uk/blog/declaration-independence

Curated English blogs by theme

1. Spelling
Getting more mileage out of the Y5/6 spelling list
www.hertsforlearning.co.uk/blog/getting-more-mileage-out-y56-spelling-list

KS2 Spelling: all spelling statements are equal, but some spelling statements are more equal than others.
www.hertsforlearning.co.uk/blog/ks2-spelling-all-spelling-statements-are-equal-some-spelling-statements-are-more-equal-others

Spelling SOS

www.hertsforlearning.co.uk/blog/spelling-sos-ks2-project-summary-autumn

Spelling at ARE: chopping, changing and doubling – one of the secrets to spelling success!
www.hertsforlearning.co.uk/blog/spelling-are-chopping-changing-and-doubling-one-secrets-spelling-success

2. **Greater depth**
   Going wide on greater depth writing
   www.hertsforlearning.co.uk/blog/going-wide-greater-depth-writing-0

   GDS and writing in year 6: keeping things focused now time is short
   www.hertsforlearning.co.uk/blog/gds-and-writing-year-6-keeping-things-focused-now-time-short

   The long and the short of GDS in Year 6 writing
   www.hertsforlearning.co.uk/blog/long-and-short-gds-year-6-writing

3. **Punctuation** (yes aimed at Y3 – but useful intervention strategies listed for those in your class that need it.) Don't forget your full stops!
   www.hertsforlearning.co.uk/blog/dont-forget-your-full-stops

4. **Cohesion**
   KS2 writing assessment: clarifying cohesion
   www.hertsforlearning.co.uk/blog/ks2-writing-assessment-clarifying-cohesion

5. **Derive writing from reading**
   All the 'Love that book' HfL blogs (e.g. www.hertsforlearning.co.uk/blog/love-book-arrival-shaun-tan-2006)

6. **Purpose and audience**
   Re-thinking 'success criteria' – a simple device to support pupils' writing

   https://jamesdurran.blog/2019/01/24/re-thinking-success-criteria-a-simple-device-to-support-pupils-writing/

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Word list – years 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience*
conscious*
controversy
convenience
correspond
criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous

embarrass
environment
equip (–ped, –ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament

persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht