

**Update Commentary (2020) to accompany the publication  
'Spotlight on Levels 5 and 6 Writing'  
(originally published 2014)**

Highlighted TAF sheets and assessment notes for 7 portfolios of children's writing, based on the current Teacher Assessment Framework for KS2

NB Pages 5-11 of the Spotlight book are no longer relevant.

Pages 12-127 provide collections of writing produced by 7 different children at the end of Key Stage 2. Please disregard the assessment commentaries within the book, as these are out of date, and instead refer to this document in conjunction with those 7 collections.

Please also note that the children's writing included in this book was produced prior to the introduction of the current National Curriculum. The writing activities used should not be considered to be exemplary activities under this National Curriculum.

For any queries about any aspect of assessment, including requests for school support, please email [hfl.assessment@hertsforlearning.co.uk](mailto:hfl.assessment@hertsforlearning.co.uk)

## **Teacher Assessment Frameworks for KS2 (published by STA)**

### **Guidance for teachers**

#### **Main principles**

- These frameworks should be used only to make a statutory teacher assessment judgement at the end of the key stage following completion of the key stage 2 curriculum. They should not be used to track progress throughout the key stage.
- The frameworks focus on certain key aspects of the core subjects for the specific purpose of statutory end-of-key stage assessment. They do not cover all of the content of the national curriculum. Pupils meeting the different standards within the frameworks will have a broader range of knowledge and skills than those being assessed, and these should be reported to parents.
- The frameworks are not a formative assessment tool: they are not intended to guide individual programmes of study, classroom practice or methodology. Teachers should assess individual pieces of pupils' work in line with their school's own assessment policy and not against the frameworks. At the end of the key stage, teachers should make a judgement against the frameworks based on their own assessments of pupils' work.
- Teachers need to base their judgement on a broad range of evidence, which will come from day-to-day work in the classroom. For English writing, this should include work in curriculum subjects other than the one being assessed, although a pupil's work in that subject alone may provide sufficient evidence to support the judgement. Teachers may also consider a single example of a pupil's work to provide evidence for multiple statements.
- For English writing, teachers should be confident that pupils have met the standards preceding the one at which they judge them to be working. However, they are not required to have specific evidence for that judgement. A pupil's work which demonstrates that they are meeting a standard is sufficient to show that they are working above preceding standards.
- The English writing framework has three standards of attainment. The science framework has a single standard. The standards contain 'pupil can' statements upon which teachers will base their judgements. Teachers should follow the specific guidance for each subject.

#### **Qualifiers and examples**

Some of the statements within this framework contain qualifiers ('some', 'many' and 'most') to indicate the extent to which pupils should demonstrate the knowledge or skill required. Further guidance about making consistent judgements is available in STA's exemplification material. Where qualifiers are used, they have consistent meaning: 'most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and 'some' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.

Some of the statements contain examples. These do not dictate the evidence required, but show only how that statement might be met. Teachers should refer to the national curriculum to exemplify the statements, and can use STA's exemplification materials.

### **Assessment of pupils with disabilities**

All schools are required to make reasonable adjustments for pupils with disabilities. Disability is defined in the Equality Act 2010 as a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. When teachers assess pupils against the 'pupil can' statements, they should base their judgements on what disabled pupils can do when reasonable adjustments are in place (for example, reducing anxiety by providing a quiet learning space, or allowing more time to process instructions).

If a pupil has a disability that prevents them from demonstrating attainment in the way described in a 'pupil can' statement, their individual method of communication or learning is applicable (for example, using a visual phonics system for a pupil with a hearing impairment, or using a computer for a pupil with vision impairment because they cannot read back their handwriting). Teachers should ensure that all pupils have the opportunity to demonstrate attainment with reasonable adjustments in place, but the standards of the assessment should not be compromised and must be met in an equivalent way. Teachers should use their professional discretion in making such judgements for each pupil.

If a pupil has a disability that physically prevents them from demonstrating a 'pupil can' statement altogether, even with reasonable adjustments in place, these statements can be excluded from the teacher assessment judgement (for example, for handwriting if the pupil is physically restricted when writing, or for phonics if a pupil is deaf and unable to make use of a visual phonics system). Teachers should use their professional discretion in making such judgements for each pupil, and be able to justify these during moderation.

## **The TAF for English writing**

### **Using the English writing framework**

- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall.
- A pupil's writing *should* meet **all** of the statements within the standard at which they are judged. 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 attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing **only**.
- A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.
- A pupil's answers to specific questions in classroom tests may provide additional evidence that they have met certain statements. Although tests might

not focus solely on the key aspects in this framework, they may also provide evidence to support the judgement overall.

- A pupil's writing which teachers use to make judgements must be produced independently. Teachers can refer to STA's guidance on teacher assessment for further information about independent work.

### Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly<sup>1</sup>

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

### Working at the 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)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- 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)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed<sup>2</sup>

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

<sup>2</sup> 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'.

## Working at greater depth

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)
- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- 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<sup>^</sup>

[There are no additional statements for spelling or handwriting]

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

<sup>^</sup> This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

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<sup>3</sup> Pupils should 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 notes and highlighted TAFs relate to the collections which are to be found on pages 12-127 of the 'Spotlight on Levels 5 and 6 Writing' publication.

Where statements are highlighted in **green**, this indicates that the statement has been fully met.

Where statements are highlighted in **light blue**, this indicates that the statement is partially met, but a little more evidence would be required to confidently state that it had been met.

### **Summary of Standards Awarded**

Collection 1 – Working Towards (although if a convincing case were made for a particular weakness in spelling, Expected Standard could be awarded)

Collection 2 – Expected Standard (some elements of Greater Depth)

Collection 3 – Expected Standard (some elements of Greater Depth)

Collection 4 – Expected Standard

Collection 5 – Expected Standard (some elements of Greater Depth)

Collection 6 – Greater Depth (subject to a little extra evidence)

Collection 7 – Greater Depth (subject to a little extra evidence)

## Collection 1

### Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly

### Working at the 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)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- 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)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- 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
- maintain legibility in joined handwriting when writing at speed

### Working at greater depth

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)
- distinguish between the language of speech and writing and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- 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

[There are no additional statements for spelling or handwriting]

## Notes on Collection 1

The issue of greatest concern in spelling. Incorrect spellings such as thret, thousands, hostial, hunnting, parcing (passing) indicate insecurity even within the Y3/4 spelling standard.

With extra evidence of the pupil identifying and correcting errors, it seems likely that the spelling statement for Working Towards could be achieved, but *unlikely* that the spelling statement for the Expected Standard would be.

On the whole punctuation is used correctly, although there are instances of comma splicing (e.g. "Predators can be a threat to the penguins but there is one main predator that is extremely dangerous when in the water, this is the leopard seal."). Controlled use of punctuation to aid meaning in places, e.g. "a layer of 'blubber' (fat)"

Writing is generally appropriate to the intended audience but with some occasional slips in the formality of tone.

The standard of spelling is the main barrier to this being judge at the Expected Standard, therefore it would have to be judged at **Working Towards**.

*NB it is possible (although by no means inevitable) that there might be a case to be made that this child's writing exhibits a particular weakness in spelling but that, as the other elements of the Expected Standard are met, that the child can be judged to be working at the Expected Standard. This would have to be explored carefully, to determine why this particular weakness in the writing exists.*

## Collection 2

### Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly

### Working at the 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)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- 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)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- 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
- maintain legibility in joined handwriting when writing at speed

### Working at greater depth

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)
- distinguish between the language of speech and writing and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- 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

[There are no additional statements for spelling or handwriting]

## Notes on Collection 2

- This collection demonstrates all the statements from 'Working towards' as well as 'Working at the standard' although some pieces are stronger than others and highlights the passage of time over which a collection is produced.
- 'Creating atmosphere and setting' is particularly evident in the 'Ice cream' adventure which showcases the students' ability - and enjoyment - in writing fiction.
- Vocabulary is appropriate and at times ambitious e.g. piece on the Pope.
- Clauses etc. are used and the full range of punctuation is used well to aid the readability.
- Spelling and handwriting are fine.

This collection certainly fulfils all criteria for the **Expected standard** and is beginning to showing evidence of working at Greater depth in the 'Ice-cream fever' piece. This piece shows precise manipulation of grammatical structures, and consciously controlling the levels of formality required across the narrative and the direct instructions to the reader. Manipulation of tenses and selecting verb forms for effect is evident in phrases such as 'intending to return from his exalted position' (p41) and '... are becoming seriously depleted' (p39). More pieces displaying these skills would be required to award Greater Depth.

To be certain that this child has achieved greater depth, another example of writing showing the assured and conscious control over levels of formality would be beneficial.

## Collection 3

### Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly

### Working at the 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)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- 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)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
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- 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
- maintain legibility in joined handwriting when writing at speed

### Working at greater depth

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)
- distinguish between the language of speech and writing and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- 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

[There are no additional statements for spelling or handwriting]

### Notes on Collection 3

- This collection shows that the student is trying to write using the full range of punctuation with few inaccuracies.
- They are able to write in a variety of forms and viewpoint is usually maintained – this could be more controlled in places.
- Vocabulary choice is appropriate and at times more ambitious.
- Cohesive devices are also used and the accuracy of these improves by the end of the collection.
- Evidence of developing ‘working at greater depth’- for example ‘As expected, the two money-makers to be took it willingly’ (p58) and “The clock on the wall ticked behind me; holding the time I had left” (p59) demonstrates verb forms selected for meaning and effect. (Although manipulation of tenses not consistent in ‘The Comet’ piece. Perhaps this work would have benefitted from further editing.)
- Vocabulary has been selected to show differing levels of formality, e.g. quotes to show informal speech in the newspaper report “we figured that...” and “over the moon” (p58).
- Spelling is generally fine, although there are some odd slips, for example ‘suprise’ (a word on the Y3/4 Spelling list) curiosity (Y5/6 list) and some misspellings of simple phonically regular words (‘craked the code’, ‘jamed shut’ – p50). It may be that this writer needs to be trained to pay more attention to detail when checking their work, and use a dictionary to check ambitious spellings.

With just a little more evidence of self-correction in spelling, this collection should comfortably meet working at the **Expected standard** and is beginning to show elements of Greater depth.

## Collection 4

### Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly

### Working at the 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)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- 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)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- 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
- maintain legibility in joined handwriting when writing at speed

### Working at greater depth

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)
- distinguish between the language of speech and writing and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- 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

[There are no additional statements for spelling or handwriting]

## Notes on Collection 4

- A larger collection of work than necessary to demonstrate the accomplishment of all the statements for 'Working at expected standard' as some pieces are quite inconsistent.
- There is clear evidence that the pupil is able to adapt their writing for different audiences and purposes and they are able to maintain the appropriate tone throughout.
- Atmosphere and a sense of character is demonstrated in several pieces including the first diary account of the evacuee.
- Vocabulary is good and in some pieces more ambitious, e.g. the persuasive letter.
- Punctuation is not always accurate, particularly semi colons and colons – there is only one example of a colon used accurately and one example of dashes.
- Sentences are often used for effect and there is a clear sense of structure in all pieces included.
- Spelling and handwriting are both fine.

This collection fulfils the criteria for working at the **Expected standard**, although a small 'polish' to check punctuation would be of use.

## Collection 5

### Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly

### Working at the 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)
- in narratives, describe settings, characters and atmosphere
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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)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- 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
- maintain legibility in joined handwriting when writing at speed

### Working at greater depth

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)
- distinguish between the language of speech and writing and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- 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

[There are no additional statements for spelling or handwriting]

## Notes on Collection 5

- An interesting collection that shows some nice personal touches to the writing tasks – for example the description of the teacher in the ‘diving piece’.
  - The pupil demonstrates the ability to create atmosphere and character in several pieces including ‘The Woodland Walk’ and also the ‘Life of an Ice Cube.’
  - Good awareness of the reader. Varies sentence length, uses punctuation for effect and chooses words for engagement.
  - Strong descriptions using ambitious vocabulary.
  - Very few inaccuracies of punctuation and grammar.
  - Cohesion generally good.
  - Sentence length is adapted and there are some interesting sentence openers/starters.
  - The ‘ice-cube’ piece combines formal scientific vocabulary and explanation into a fictional recount - an example of beginning to control levels of formality through selecting vocabulary precisely.
  - Structure is confident and effective in each piece.
  - Vocabulary is often ambitious.
  - Spelling is generally good, but some pieces are weaker than others. Would suggest opportunity to edit – especially for some of the spelling errors from lower KS2 and KS1.
  - Handwriting is fluent, joined and legible.
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- NB the lack of non-fiction pieces limits the extent to which we can conclude that the child writes effectively for a *range* of purposes.
  - Sometimes there is a loss of clarity or voice (‘Woodland walk’ and ‘Snake’) but these errors are uncommon. Further editing and improvement may have identified and corrected those.

Overall, this child can be said to be working at the **Expected Standard** (with some emerging signs of Greater Depth) although it would be beneficial to see a piece of non-fiction writing from this child to be certain of this judgement.

## Collection 6

### Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.

### Working at the 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)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- 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)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- 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
- maintain legibility in joined handwriting when writing at speed

### Working at greater depth

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)
- distinguish between the language of speech and writing and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- 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

[There are no additional statements for spelling or handwriting]

## Notes on Collection 6

- A very strong collection that clearly does everything from 'Working towards' and 'Working at expected' and elements of 'Working at greater depth' too.
- A confident and mature collection that clearly demonstrates a strength in writing fiction and description as seen in the piece about the world in thirty years. As with the original comments in the 'Spotlight' book greater evidence of non-fiction writing required too.

To fully meet the criteria for working at Greater Depth, the collection needs to include another example of writing where the writer can demonstrate an assured and conscious control over levels of formality (for example, a newspaper article, formal letter etc).

With a little extra evidence, this collection should fulfil working at **Greater depth**.

## Collection 7

### Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.

### Working at the 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)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- 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)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- 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
- maintain legibility in joined handwriting when writing at speed

### Working at greater depth

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)
- distinguish between the language of speech and writing and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- 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

[There are no additional statements for spelling or handwriting]

## Notes on Collection 7

- The second piece is a very strong piece of narrative/descriptive writing which creates atmosphere and character through dialogue. It is chillingly accurate within the murder genre – particularly for a Year 6 pupil!
- In the third piece the pupil demonstrates that they can control levels of formality, through manipulating grammar and vocabulary.
- The recount is accurate and has glimmers of personality, but it is a hard genre to make exciting and adds little to this collection.
- Punctuation and grammatical structures are varied and mostly accurate and are adapted appropriately for purpose and effect.
- Vocabulary is ambitious and appropriate and there is good use of adverbials and sentence openers.
- Spelling is good across the range.
- Handwriting cannot be assessed as everything has been typed. Further evidence would be required, or valid reasons given for exceptional consideration.

Overall, this writer is clearly very strong in their fiction writing (pieces 1 and 2) and this is indicative of working at 'Greater Depth'. However, as the 4th piece of writing is not quite so strong, ideally there would be another stronger piece of writing in the collection (preferably another non-fiction piece, or a piece that draws independently on a text they have read as a model for their own writing) - this would then demonstrate that this writer can write effectively for a *range* of purposes and audiences and this would secure the judgement of Greater Depth.