

<b>Teacher assessment frameworks at the end of key stage 2</b>	
<b>Working at the expected standard (EXS)</b>	<b>Working at greater depth (GDS)</b>
<ul style="list-style-type: none"> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> </ul>
<ul style="list-style-type: none"> <li>in narratives, describe settings, characters and atmosphere</li> </ul>	
<ul style="list-style-type: none"> <li>integrate dialogue in narratives to convey character and advance the action</li> </ul>	
<ul style="list-style-type: none"> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>distinguish between the language of speech and writing and choose the appropriate register</li> <li>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> </ul>
<ul style="list-style-type: none"> <li>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> </ul>	
<ul style="list-style-type: none"> <li>use verb tenses consistently and correctly throughout their writing</li> </ul>	
<ul style="list-style-type: none"> <li>use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
<ul style="list-style-type: none"> <li>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</li> </ul>	
<ul style="list-style-type: none"> <li>maintain legibility in joined handwriting when writing at speed</li> </ul>	