



Writing in Key Stage 2

Thursday 19th January 2023

How is writing assessed?

- ▶ Assessment grids by teachers each term until the end of Y6 based on the national curriculum. Greater Depth, Expected, Below, Other Year Group
- ▶ End of Year 6 use TAFs (Teacher Assessment Frameworks) and match children's writing to the best descriptors: Pre-Key Stage, Working Towards, Working At, Working At Greater Depth. Children have to display each of the strands within these descriptors across several pieces of writing- not all have to be seen in each piece but across the sample there needs to be enough evidence.
- ▶ Sometimes children's writing and teacher assessments using the above can be moderated. This means the grades and work are checked by external teachers not linked to the school to ensure we are not biased and it is accurate judgement .

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.¹

*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[^] (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.²

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 writing³ 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]

Handwriting

- ▶ Children learn to form and shape letters in reception and Year 1.
- ▶ By the end of Year 3, children are expected to join their letters in all of their writing using horizontal strokes and need to know which letters not to join including capitals. The letters need to be formed in the correct direction and the correct height.
- ▶ Year 4 children need to make choices about relative sizing and spacing - ascenders and descenders taller than other letters, not meeting between lines
- ▶ In years 5 and 6 they are expected to choose the appropriate tool and to think about choosing between different shapes of letters- x, z

a b c d e f g h i j k l m n o p q r s t u v w x y z

a b c d e f g h i j k l m n o p q r s t u v w x y z

Letter families

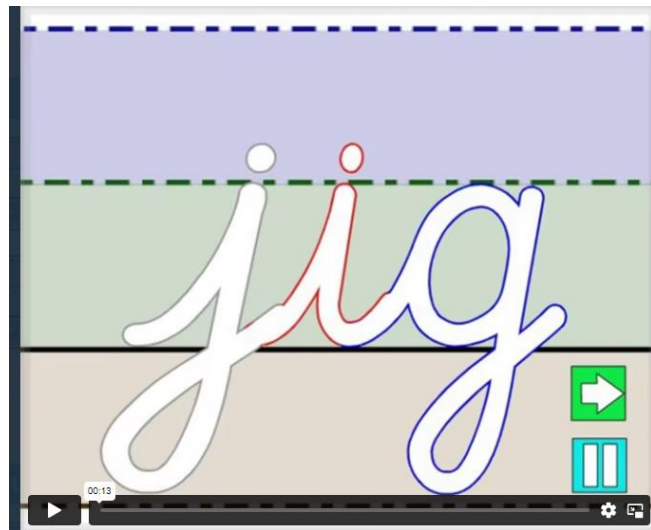
For teaching letter formation

Letter family 1 Down and off in another direction	l i t j u y
Letter family 2 Down and retrace upwards	m n r b p h k
Letter family 3 Anticlockwise round	c a d o q g e f s
Letter family 4 Zig-zag letters	v w x z

Using highlighted paper
helps students with
letter size differentiation.



<https://teachhandwriting.co.uk/route-d-letter-choice-4-ks2.html>



Spelling

- ▶ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf
- ▶ Each year group has set spelling rules to learn as well as a list of words.
- ▶ These are grouped together - Years 3 & 4 have one list and 5 & 6 another.
- ▶ Most spelling rules involve prefixes and suffixes to change the meaning of words.
- ▶ KS1 is based in phonics so try to think about this when children get older as it is useful knowledge that should not be wasted.
- ▶ Think about spelling in terms of sounds and the different ways these can be spelt and find words that link to this so children pick up patterns and when trying to spell a word can think of similar words and how the sounds are spelt in these to predict how to spell an unknown word.
- ▶ How to help at home
- ▶ Spelling pyramids
- ▶ Look cover say write check correct

New Curriculum Spelling List Years 5 and 6



accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee					

Words that are not spelt how they sound.
Tricky spellings and exceptions to rules!

Year 3 and 4 Spelling List



accident(ally)
actual(ly)
address
answer
appear

continue
decide
describe
different
difficult
disappear
early
earth
eight/eighth
enough
exercise
experience
experiment
extreme
famous
favourite
February
forward(s)
fruit
grammar

group
guard
guide
heard
heart
height
history
imagine
increase
important
interest
island
knowledge
learn
length
library
material
medicine
mention
minute

natural
naughty
notice
occasion(ally)
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possess(ion)
possible
potatoes
pressure
probably
promise
purpose
quarter

question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though/although
thought
through
various
weight
woman/women

Year 1 and 2 Common Exception Words

Year 1

the they one
a be once
do he ask
to me friend
today she school
of we put
said no push
says go pull
are so full
were by house
was my our
is here
his there
has where
I love
you come
your some

Year 2

door gold plant clothes
floor hold path busy
poor told bath people
because every hour water
find great move again
kind break prove half
mind steak improve money
behind pretty sure Mr
child beautiful sugar Mrs
children after eye parents
wild fast could Christmas
climb last should everybody
most past would even
only father who
both class whole
old grass any
cold pass many



Audience & Purpose

- ▶ Children need to show that they can write many different types of writing
- ▶ They need to show considered choices of the words, punctuation and grammar according to what the writing is for and who it is for.
- ▶ When writing is more or less formal we describe this as using a specific *register*
- ▶ A letter to a local MP and a postcard to a friend from a holiday would have very different registers!
- ▶ Showing evidence of using a range of registers, words, punctuation and grammar deliberately according to what they are writing is particularly important in Years 5 and 6
- ▶ Children write a range of different genres, audiences and purposes each term in each year group.

Punctuation & Grammar

Year 3

Form nouns using prefix eg. anti-, auto-
Use a or an correctly

Know how word families link together eg. solve, dissolve
Express time, place and cause using conjunctions, adverbs and prepositions eg. then, because, next, while, in, near
Introduction to paragraphs
Headings and subheadings
Present perfect tense
Introduction to inverted commas for speech

Terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

Year 5

Converting nouns and adjectives into verbs using suffixes
Using prefixes with verbs
Relative clauses and relative pronouns
Indicate possibility with adverbs and modal verbs
Cohesive devices within a paragraph
Cohesive devices across paragraphs using adverbials of time, place, number
Cohesive devices including tense choice
Brackets, dashes and commas to indicate parenthesis
Commas to avoid ambiguity

Terminology: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

*Taken from National Curriculum (2014),
English Appendix 2: Vocabulary Grammar &, Punctuation*

Terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

Year 4

Difference between the plural and possessive s
Plural possessive s
Standard English verb agreement
Noun phrases using adjectives, nouns and prepositions
Fronted adverbials and commas
Paragraphs used to organise ideas by theme
Use the correct pronouns to avoid repetition
Punctuate speech using inverted commas, commas and other punctuation inside them

Terminology: determiner pronoun, possessive pronoun, adverbial

Year 6

Difference between informal spoken language and formal writing (register)
How words are related by meaning- synonyms, antonyms
Passive and active voice
Subjunctive forms
Linking across paragraphs using a wider range of cohesive features such as repetition, adverbs and ellipses
Use of the semi colon to mark the boundary between clauses
Colons and semi-colons in lists
Bullet points
Hyphens to avoid ambiguity

Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

- ▶ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf

Year 3

- ▶ Determiners- a or an?
- ▶ Speech punctuation
- ▶ Present perfect tense
- ▶ Paragraphs

Year 4

- ▶ Fronted Adverbials
- ▶ Speech punctuation
- ▶ Plural possessive 's' / possession vs plural

Year 5

- ▶ Parenthesis
- ▶ Relative clauses
- ▶ Modal verbs

Year 6

- ▶ Passive and active
- ▶ Register- subjunctive form
- ▶ Colons and semi colons