**KS2 Interim Framework 2018 - Writing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements (WT6)** | **Evidence** | **Evidence** | **Evidence** | **Evidence** |
| using paragraphs to organise ideas |  |  |  |  |
| describing settings and characters |  |  |  |  |
| using some cohesive devices\* within and across sentences and paragraphs |  |  |  |  |
| The pupil can write for a range of purposes and audiences: |  |  |  |  |
| Use capital using co-ordinating and subordinating conjunctions |  |  |  |  |
| Use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly |  |  |  |  |
| Spell most Y3/Y4 words correctly and some Y5/Y6 words.  |  |  |  |  |
| Produce legible joined handwriting. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements (WA6)** | **Evidence** | **Evidence** | **Evidence** | **Evidence** |
| Create atmosphere, and integrating dialogue to convey character and advance the action. |  |  |  |  |
| Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly |  |  |  |  |
| Use a range of cohesive devices\*, including adverbials, within and across sentences and paragraphs |  |  |  |  |
| Use passive and modal verbs mostly appropriately |  |  |  |  |
| Use a wide range of clause structures, sometimes varying their position within the sentence |  |  |  |  |
| Use adverbs, preposition phrases and expanded noun phrases effectively to add detail. |  |  |  |  |
| Use inverted commas mostly accurately. |  |  |  |  |
| Use commas for clarity and parenthesis mostly correctly. |  |  |  |  |
| Make some correct use of semi-colons, dashes, colons and hyphens |  |  |  |  |
| Use fluent handwriting and knowing when to join (e.g. capital letters / within contractions.  |  |  |  |  |
| Spell most Y5/Y6 words accurately.  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements (GD)** | **Evidence** | **Evidence** | **Evidence** | **Evidence** |
| managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures |  |  |  |  |
| Selecting verb forms for meaning and effect |  |  |  |  |
| Use the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly. |  |  |  |  |