

## Comparison of the Key stage 2 English writing teacher assessment frameworks 2016 & 2018

Working towards the expected standard	
2016	2018
The pupil can write for a range of purposes and audiences:	The pupil can:
<ul style="list-style-type: none"> <li>• using paragraphs to organise ideas</li> <li>• describing settings and characters</li> </ul>	<ul style="list-style-type: none"> <li>• write for a range of purposes</li> <li>• use paragraphs to organise ideas</li> </ul>
<ul style="list-style-type: none"> <li>• using some cohesive devices* within and across sentences and paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• in narratives, describe settings and characters</li> <li>• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</li> </ul>
<ul style="list-style-type: none"> <li>• using different verb forms mostly accurately</li> </ul>	
<ul style="list-style-type: none"> <li>• using co-ordinating and subordinating conjunctions</li> </ul>	
<ul style="list-style-type: none"> <li>• using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly</li> </ul>	<ul style="list-style-type: none"> <li>• use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly</li> </ul>
<ul style="list-style-type: none"> <li>• spelling most words correctly* (years 3 and 4)</li> </ul>	<ul style="list-style-type: none"> <li>• spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*</li> </ul>
<ul style="list-style-type: none"> <li>• spelling some words correctly* (years 5 and 6) • producing legible joined handwriting.</li> </ul>	



<b>Working at the expected standard</b>	
<b>2016</b>	<b>2018</b>
The pupil can write for a range of purposes and audiences (including writing a short story):	<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>• using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</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>• creating atmosphere, and integrating dialogue to convey character and advance the action</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>• selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</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>• using passive and modal verbs mostly appropriately</li> </ul>	
<ul style="list-style-type: none"> <li>• using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs</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>• using a wide range of clause structures, sometimes varying their position within the sentence</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>• using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens</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>• spelling most words correctly* (years 5 and 6)</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>• maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</li> </ul>	<ul style="list-style-type: none"> <li>• maintain legibility in joined handwriting when writing at speed. 2</li> </ul>



## Working at greater depth

2016	2018
The pupil can write for a range of purposes and audiences:	The pupil can:
	<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>• selecting verb forms for meaning and effect</li></ul>	
	<ul style="list-style-type: none"><li>• distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register</li></ul>
<ul style="list-style-type: none"><li>• managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures</li></ul>	<ul style="list-style-type: none"><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>• using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.</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,</li></ul>
[No additional requirements for spelling or handwriting.]	

