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| **From 2018 End of KS2 writing standards: writing at greater depth**  The pupil can, after discussion with the teacher: | | |
| 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)* | *A selection from:* *(this is the range in the KS2 STA writing exemplification materials 2018)*  Balanced argument Biography Description Diary Explanation Information Letter Narrative Newspaper report Non-fiction Prediction Procedural Recount Science investigation  Short Story | |
| * distinguish between the language of speech and writing and choose the appropriate register | Footnote: 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. | |
| * exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this | **Informal: *(STA Guidance 2017)***   * Contracted forms * Question tags * Multi word verbs * Passives using get * Second person direct address to the reader * Vernacular everyday language including idioms * Features that replicate spoken language such as ellipsis, discourse markers and some non-standard forms | **Formal: *(STA Guidance 2017)***   * Some modal verbs in certain grammatical structure * The subjunctive * Some use of abstract nouns, and noun phrases used at the subject of the verb * Some passive constructions * The person pronoun ‘one’ * Vocabulary that is technical, or context/subject specific * Nominalisation (use of nouns rather than verbs or adjectives) |
| * 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. | Footnote: 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.**  ***Year 4:*** Use of **inverted commas** and other punctuation to indicate direct speech, **a comma after the reporting**  **clause; end punctuation within inverted commas**.  **Apostrophes to mark plural possession**.  Use of **commas after fronted adverbials**.  ***Year 5:*** **Brackets, dashes or commas to indicate parenthesis**.  Use of **commas to clarify meaning or avoid ambiguity**.  ***Year 6:*** Use of the **semi-colon, colon and dash to mark the boundary between independent clauses**.  Use of the **colon to introduce a list** and use of **semi-colons within lists**.  Punctuation **of bullet points to list information**.  How **hyphens can be used to avoid ambiguity**. | |
| **There are no additional statements for spelling or handwriting** | | |