

## Differences between Writing Standards: Working Towards, Expected and Greater Depth - Key Stage 2

<b>Working Towards</b>	<b>Expected</b>	<b>Greater Depth</b>
Using capital letters, full stops, question marks, exclamation marks, commas in lists and apostrophes for contraction and possession (singular) mostly correctly. Sometimes use commas to mark clause boundaries.	Demarcating punctuation mostly correctly. Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly; using apostrophes mostly correctly, including contracted forms, and singular and plural possession; making some correct use of semi-colons, dashes, colons and hyphens.	Using the full range of punctuation taught at KS2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly-
Requiring more support in spelling. Spelling most words in the Y3-4 list accurately, and some in the Y5-6 list.	Spelling is secure. Using knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix. Spelling most words correctly* (Y5-6 list).	Independently spelling most words correctly, unless irregular and highly challenging.
Writing sentences of different types, using both co-ordination and subordination to join ideas.	Using a range of clause structures, varying their position in the sentence.	Writing and controlling a range of sentence structures, including those with multiple clauses.
Using paragraphs to organise ideas.	Using paragraphs to develop and expand some ideas in depth; add detail within each paragraph, although coverage may not be even.	Organising and shaping paragraphs effectively.
Describing settings and characters.	Elaborating details of settings, characters and events. Integrating dialogue with narrative to convey character and advance the action; creating atmosphere.	Integrating dialogue effectively to convey and contrast characters and to advance the action. Confidently creating atmosphere and setting.
Experimenting with some use of formal language, but without control.	Selecting vocabulary and grammatical structures which reflect the level of formality required, <b>mostly</b> correctly.	Managing shifts between levels of formality by selecting precise vocabulary and manipulating grammatical structures.
Using <b>some</b> fronted adverbials; understanding <i>how</i> but not <i>when</i> and <i>where</i> . Using <b>some</b> cohesive devices within and across sentences and paragraphs.	Using a range of cohesive devices* including adverbials, within and across sentences and paragraphs.	Using a wide range of cohesive devices e.g. precise adverbials, deliberate repetition or sustained tense.
Using simple verb forms mostly accurately e.g. present/ simple past/ progressive. Limited evidence of passive voice and modal verbs, or use of perfect form.	Using verb forms appropriately. Using passive and modal verbs mostly appropriately.	Selecting and controlling wide range of verb forms for meaning and effect; controlling the perfect form; experimenting with the subjunctive form; using the active and passive voice accurately.
Sometimes choosing words appropriately to provide detail, including adverbs, preposition phrases and expanded noun phrases, although not always effectively.	Using adverbs, preposition phrases and expanded noun phrases appropriately to add relevant detail, qualification and precision.	Independently selecting and controlling precise vocabulary, including expanded noun phrases, preposition phrases and adverbs.
Writing fluently and legibly. Choosing whether to join or print, according to the task.	Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. Mostly making suitable choices about how to present varied tasks.	Consistently using a personal handwriting style which is legible and fluent.

Teachers should refer to the National Curriculum programmes of study for items marked \* (e.g. to exemplify the words that pupils should be able to spell).