

Name _____

End of KS2 Writing Checklist

Working Towards the Expected Standard

Genre							
Date							
I can write for a range of purposes and audiences.							
I can use paragraphs to organise ideas.							
I can describe settings and characters in narratives.							
I use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) in non-narrative writing.							
I can use the following mostly correctly:	capital letters						
	full stops						
	question marks						
	commas for lists						
apostrophes for contraction							
I can spell most words from the year 3 / year 4 spelling list.							
I can spell some words correctly* (year 5 and 6). <i>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience*, conscious*, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</i>							
I can write legibly.							

Working at the Expected standard

Genre							
Date							
I can write for a range of purposes and audiences.							
I 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).							
I can describe settings, characters and atmosphere in narratives							
I can integrate dialogue in narratives to convey character and advance the action.							
I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using							

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contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).						
I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs						
I can use verb tenses consistently and correctly throughout their writing.						
I can use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)						
I 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						
I maintain legibility in joined handwriting when writing at speed.						

Working at Greater Depth within the Expected Standard

Genre						
Date						
I 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).						
I can distinguish between the language of speech and writing and choose the appropriate register.						
I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this						
I can use the range of punctuation taught at key stage 2 correctly:	semi-colons					
	dashes					
	colons					
	hyphens					
I can use punctuation precisely to enhance meaning and avoid ambiguity when necessary.						