

# Am I writing at the Expected Level?

Working TOWARDS the Expected Standard		Working AT the Expected Standard	
Use paragraphs to organise ideas.		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).	
In narratives, describe settings and characters.		In narratives, describe settings, characters and atmosphere.	
In non-narratives use simple devices to structure the writing (sub-headings, bullet points and headings).		Integrate dialogue in narratives to convey character and advance the action.	
Use the following, mostly correctly:		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).	
Capital letters			
Full stops			
Question marks			
Commas for lists			
Apostrophes for contractions		Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.	
Spelling <b>most</b> words correctly (years 3 & 4).			
Spelling <b>some</b> words correctly (years 5 & 6).			
Producing legible handwriting.		Use a range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).	
YOU MUST SHOW EVIDENCE OF ALL OF THE ABOVE BEFORE LOOKING AT THE WORKING AT THE EXPECTED LEVEL TARGETS.		Spelling most words correctly (year 5 & 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.	
		Maintain legibility in joined handwriting when writing at speed.	
Working at GREATER DEPTH within the Expected Standard			
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).			
Distinguish between the language of speech and writing and choose the appropriate register.			
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.			
Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.			

**Some** = Children are starting to use them in their writing. You may only see them on occasions. They will not be embedded and not always used correctly – they will often be wrong.

**Most** = Children will only be making the occasional mistake.