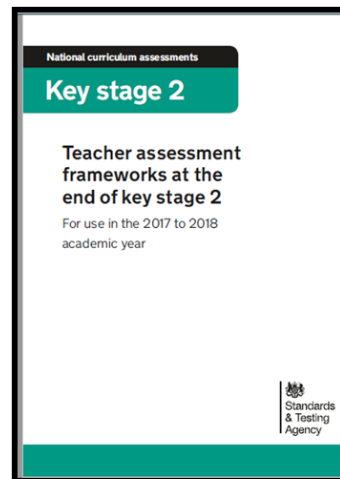
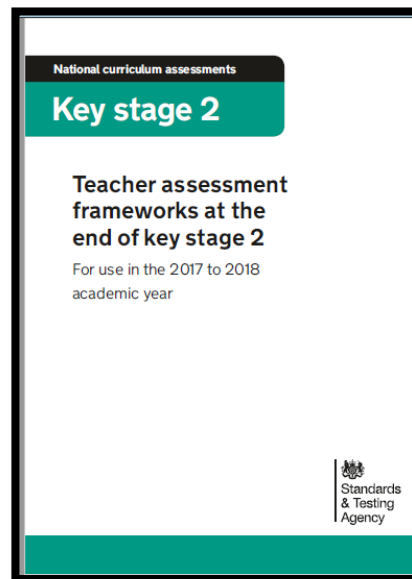


# 2017/18 Teacher Assessment Frameworks for writing KS2

HIAS English Team



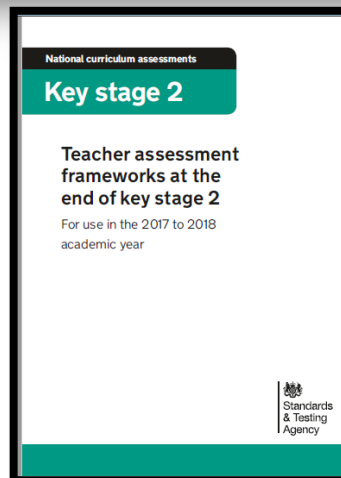
The following slides have been developed to support Year 6 teachers in identifying key changes to the writing standards for 2017/18



## English writing

For 2017 to 2018, we have introduced revised teacher assessment frameworks in English writing only, which include:

- A more flexible approach – teachers can now use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement of a pupil's attainment overall being made. The overall standard of attainment, set by the 'pupil can' statements, remains the same.
- Revised 'pupil can' statements – a greater emphasis on composition, while statements relating to the more 'technical' aspects of English writing (grammar, punctuation and spelling) are less prescriptive. All changes are in line with the attainment targets for the key stage 1 programme of study.



# A more 'flexible approach'

- A pupil's writing *should* meet **all** the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. **This approach applies to English writing only.**
- A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.
- New exemplification will be released later in the autumn term.

## Guidance

We have also updated the guidance within the frameworks to clarify the level of evidence required to support teachers' judgements, including to make clear that:

- A pupil's work in the subject being assessed alone may provide sufficient evidence to support that judgement, although evidence should ideally include work in other curriculum subjects.
- Teachers may consider a single example of a pupil's work to provide sufficient evidence for multiple statements.
- A pupil's work which demonstrates that they meet a standard is sufficient to show that they are working above preceding standards.
- When assessing science, there is no requirement to have evidence from the classroom that pupils have met statements relating to science content taught before the final year of the key stage.
- A school's own tests, in addition to statutory tests, can be used as evidence to support a judgement. Furthermore, a pupil's answers to specific questions in any tests are acceptable forms of evidence to meet certain statements.

**It is important to note the guidance relating to items indicated as follows:**

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

^ 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.

2 The national curriculum states that pupils should be taught to ‘use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined’.

3 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.



## Working towards the expected standard

2016-17	2017-18	Comment
The pupil can write for a range of purposes and audiences:	The pupil can: <ul style="list-style-type: none"> <li>write for a range of purposes</li> </ul>	The pre-amble about 'Purposes' separated out into own bullet – no 'audiences'
<ul style="list-style-type: none"> <li>using paragraphs to organise ideas</li> </ul>	<ul style="list-style-type: none"> <li>use paragraphs to organise ideas</li> </ul>	No change
<ul style="list-style-type: none"> <li>describing settings and characters</li> </ul>	<ul style="list-style-type: none"> <li>in narratives, describe settings and characters</li> </ul>	'In narratives' clarified
<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 non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</li> </ul>	Cohesive devices For NF only at WTS
<ul style="list-style-type: none"> <li>using different verb forms mostly accurately</li> </ul>		Removed
<ul style="list-style-type: none"> <li>using co-ordinating and subordinating conjunctions</li> </ul>		Removed
<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>	Exclamation marks removed
<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>	Combined into one
<ul style="list-style-type: none"> <li>spelling some words correctly* (years 5 and 6)</li> </ul>		
<ul style="list-style-type: none"> <li>producing legible joined handwriting</li> </ul>	<ul style="list-style-type: none"> <li>write legibly 1</li> </ul>	Removed reference to joining

# Working at the expected standard

2016-17	2017-18	Comment
The pupil can write for a range of purposes and audiences (including writing a short story):	The pupil can: <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>	Additional text type guidance
<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>in narratives, describe settings, characters and atmosphere</li> <li>integrate dialogue in narratives to convey character and advance the action</li> </ul>	Additional of settings and Characterisation Split into two statements
<ul style="list-style-type: none"> <li>selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</li> <li>using passive and modal verbs mostly appropriately</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>	Additional text type references, passive & modal verbs subsumed as examples
<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>	Additional reference to specific devices
	<ul style="list-style-type: none"> <li>use verb tenses consistently and correctly throughout their writing</li> </ul>	New
<ul style="list-style-type: none"> <li>using a wide range of clause structures, sometimes varying their position within the sentence</li> </ul>		Removed
<ul style="list-style-type: none"> <li>using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</li> </ul>		Removed
<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 semicolons, 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>	Less prescriptive
<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>	Additional phrase re using dictionaries
<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>	Understanding when to leave letters unjoined, still implied



## Working at greater depth standard

2016-17	2017-18	Comment
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>	Greater focus on composition ; mentions imitating models read
<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>distinguish between the language of speech and writing 3 and choose the appropriate register</li> <li>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> </ul>	Split into two statements
<ul style="list-style-type: none"> <li>selecting verb forms for meaning and effect</li> </ul>		Removed
<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. semicolons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^</li> </ul>	CORRECTLY not MOSTLY CORRECTLY Addition of hyphens & dashes Additional phrase about enhancing meaning and avoiding ambiguity
[No additional requirements for spelling or handwriting.]	[There are no additional statements for spelling or handwriting]	No change