ITAF changes: KS2 Writing

(Reading = no change)

2016-17	2017-18	Change?
WTS		
The pupil can write for a range of purposes and audiences:	The pupil can: • write for a range of purposes	'Purposes' separated out into own bullet – no 'audiences'
• using paragraphs to organise ideas	• use paragraphs to organise ideas	*Same*
• describing settings and characters	• in narratives, describe settings and characters	Clarified with 'in narratives'
• using some cohesive devices* within and across sentences and paragraphs	• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	Cohesive devices newly interpreted. NF only – no mention of these in Fiction at WTS now
• using different verb forms mostly accurately		GONE – possibly moved back to EXS under 'verb tenses'
• using co-ordinating and subordinating conjunctions		GONE
• using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly	• use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly	**No exclamation marks now**
• spelling most words correctly* (years 3 and 4) • spelling some words correctly* (years 5 and 6)	• spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*	*Same* but combined into one bullet
• producing legible joined handwriting	• write legibly1	Joining GONE – emphasis is on legibility only
EXS		
The pupil can write for a range of purposes and audiences (including writing a short story):	The pupil 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)	**More text-type specific guidance**
• creating atmosphere, and integrating dialogue to convey character and advance the action	• in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action	Settings and characterisation feature now; split into two bullets so more weighting
• selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly • using passive and modal verbs mostly appropriately	• 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	More text-type reference is made; passive & modal verbs subsumed as examples (not own bullet)

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	modal verbs to suggest degrees of possibility)	
• using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs	• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	**More devices are listed now. Added: conjunctions, pronouns, synonyms**
	• use verb tenses consistently and correctly throughout their writing	<u>**New in**</u> (or moved back from WTS)
• using a wide range of clause structures, sometimes varying their position within the sentence		GONE
• using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision		GONE
• using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens	• use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)	**Much looser now – stripped back – not every single item needed**
• spelling most words correctly* (years 5 and 6)	• 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	**Added phrase re using dictionaries**
• maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters	• maintain legibility in joined handwriting when writing at speed.2	Looks looser, but footnote 2 mentions NC14 requirement about understanding when to leave letters unjoined, so still implied
GDS		
The pupil can write for a range of purposes and audiences:	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)	**Now mentions imitating models read; much more here on composition**
• managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures	• distinguish between the language of speech and writing3 and choose the appropriate register • exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this	Possibly now split into 2 bullets – more weighting?
• selecting verb forms for meaning and effect		GONE – except it could be argued you would need this for the above statements

• 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	• 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.^	'Correctly' not 'mostly correctly'; hyphens & dashes added (they've possibly moved up from EXS to GDS?); additional phrase about enhancing meaning and avoiding ambiguity
[No additional requirements for spelling or handwriting.]	[There are no additional statements for spelling or handwriting]	*Same*

* 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.