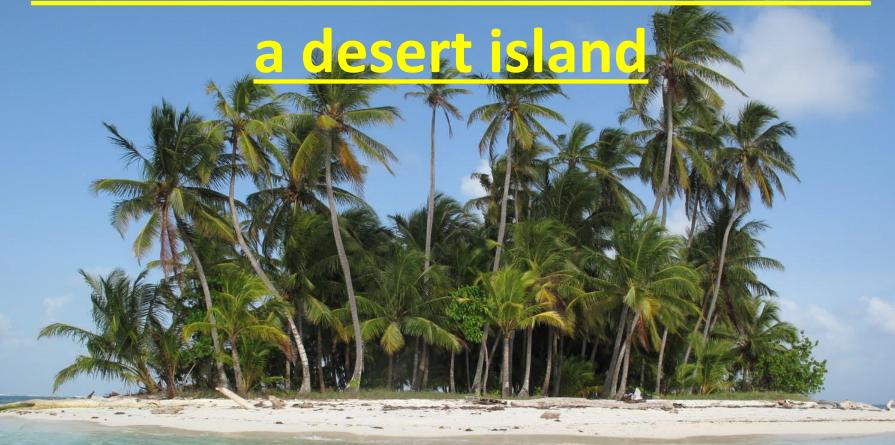
## You have been left stranded on



Who is with you?
What is your island like?
Have you found anything on it?



- Message in a bottle

  reasure maps/instructions for how to fine
  treasure

  How to escape when shipwrecked

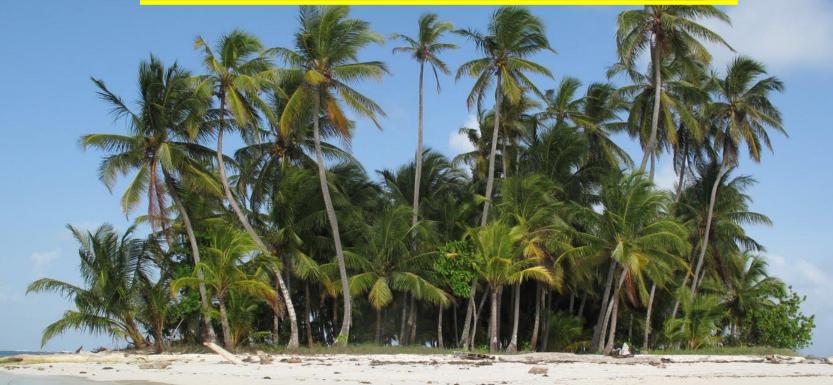
  Recipes on a desert island

  Diaries

  Petters home
- Tourist information leaflets
- · Wildlife studies

Anything else?





This week, complete some of the above activities. Aim for these to be around ½ to a whole page and include a range of year 6 skills.

| End of KS2 Assessment - V   | Vorking towards             | the expect |
|---|-----------------------------|------------|
| Date of writing sample.   |                             | /          |
| Name:   |                             | Genre      |
| The pupil can:  |                             |            |
| write for a range of purposes   |                             |            |
| use paragraphs to organise ideas  |                             |            |
| in narratives, describe settings and characters   |                             |            |
| in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) |                             |            |
|   | Capital letters             |            |
|   | Full stops                  |            |
| Using mostly correctly  | Question marks              |            |
|   | Commas for lists            |            |
|   | Apostrophes for contraction |            |
| spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list                  |                             |            |
| write legibly   |                             |            |

| End of KS2 Assessment - Working at the expected standard.  |  |       |  |
|--|--|-------|--|
|  | Date of writing sample.                                    | /     |  |
| Name:  |  | Genre |  |
| The pupil can:   |  |       |  |
| write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.                                   |  |       |  |
| in narratives, describe settings, characters and atmosphere  |  |       |  |
| integrate dialogue in narratives to convey character and advance the action  |  |       |  |
| select vocabulary and grammatical<br>structures that reflect what the writing<br>requires:   | using contracted forms in dialogues in narrative           |       |  |
|  | using passive verbs to affect how information is presented |       |  |
|  | using modal verbs to suggest<br>degrees of possibility     |       |  |
| use a range of devices to build<br>cohesion  | conjunctions   |       |  |
|  | adverbials of time and place                               |       |  |
|  | pronouns   |       |  |
|  | synonyms   |       |  |
| use verb tenses consistently and correctly throughout their writing  |  |       |  |
| use the range of punctuation taught at<br>Key Stage 2 <u>mostly</u> correctly  | Colons   |       |  |
|  | Dashes   |       |  |
|  | Semi-colons  |       |  |
|  | Brackets   |       |  |
|  | Hyphens  |       |  |
|  | Inverted commas  |       |  |
| 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 |  |       |  |
| maintain legibility in joined handwriting when   | n writing at speed   |       |  |

## End of KS2 Assessment – Working at a greater depth within the expec Date of writing sample. Name: Genre The pupil can: Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my 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 Semi-colons Use the range of punctuation taught at key stage 2 correctly Colons. and, when necessary, use such punctuation precisely to enhance Dashes. meaning and avoid ambiguity. Hyphens