

You have been left stranded on a desert island

Who is with you?


What is your island like?

Have you found anything on it?

What could you do?

- Message in a bottle
 - Treasure maps/instructions for how to find treasure
 - How to escape when shipwrecked
 - Recipes on a desert island
 - Diaries
 - Letters home
 - Tourist information leaflets
 - Wildlife studies
- Anything else?

What could you do?



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 – Working towards the expected standard

<i>Date of writing sample.</i>		/
<u>Name:</u>		<i>Genre</i>
<i>The pupil can:</i>		
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)		
Using <u>mostly</u> correctly	Capital letters	
	Full stops	
	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.

<i>Date of writing sample.</i>		/
Name:		<i>Genre</i>
<i>The pupil can:</i>		
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 structures that reflect what the writing requires:	using contracted forms in dialogues in narrative	
	using passive verbs to affect how information is presented	
	using modal verbs to suggest degrees of possibility	
use a range of devices to build 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 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 writing at speed		

End of KS2 Assessment – Working at a greater depth within the expectations

<i>Date of writing sample.</i>		<i>/</i>
<u>Name:</u>		<i>Genre</i>
<i>The pupil can:</i>		
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		
Use the range of punctuation taught at key stage 2 <u>correctly</u> and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.	Semi-colons	
	Colons	
	Dashes	
	Hyphens	