



Name -	Class -
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Working Towards the Expected Standard		Evidence Base		
<i>After discussion with a teacher, the pupil can write for <b>different purposes</b>.</i>		Autumn	Spring	
1	With support, I organise information into paragraphs of similar content.			
2	I can write narratives about personal experiences and real events.			
3	I can spell <b>most</b> common homophones (Y2 list), such as hear/here, one/won, see/sea			
4	I can spell <b>most</b> common exception words correctly from Y1/2 list and <b>some</b> from Y3/4 list.			
5	I can demarcate sentences accurately, including capital letters, full stops, question marks, exclamation marks and I sometimes use commas for lists.			
6	I can attempt to maintain past and present tense in my writing.			
7	I have an understanding of four word types: noun, adjective, verb and adverb and can use these varied word types in context in my writing.			
8	I can use neat and legible writing.			
Working at the Expected Standard				
<i>The pupil can write for <b>different purposes</b> and following discussion with a teacher are able to <b>plan, draft and evaluate</b> writing effectively.</i>				
9	In narratives, I can draft and write by beginning to create settings, characters and plot, with some interesting detail and description.			
10	In non-narrative material, I can draft and write by using simple organisational devices (e.g. headings and sub-headings)			
11	I can draw upon my reading to inform the content of my writing, including ambitious vocabulary.			
12	I can express time, place and cause using conjunctions such as 'when, before, after, while, so, because'			
13	I am beginning to use inverted commas to punctuate direct speech.			
14	I can use a range of prefixes and suffixes, and understand how to add them.			
15	I can spell many homophones correctly (Y3/4 list).			
16	I can use the strokes that are needed to join letters in a neat and legible way.			
Working at the Greater Depth				
<i>After discussion with a teacher, the pupil can <b>write clearly, accurately and coherently</b> for a <b>range of purposes</b> across the curriculum.</i>				
17	I can expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (i.e. 'the teacher' is expanded to 'the strict maths teacher with curly hair')			
18	I can use inverted commas and other punctuation to indicate direct speech (i.e. The conductor shouted, "Sit down!")			
19	I can spell <b>most</b> common exception words correctly.			
20	I can organise paragraphs around a theme.			
21	I can develop characters and describe settings, feelings and/or emotions, using interesting vocabulary and description.			
I am working at...	PKS	WTS	EXS	GDS
My Prediction for EOY is...				

