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| Name - | Class - |
|--------|---------|

| 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.   |               |        |     |
| Summary   |   |               |        |     |
| I am working at...  | PKS   | WTS           | EXS    | GDS |
|   |   |               |        |     |
| My Prediction for EOY is...   |   |               |        |     |

