



Name -		Class -		
Working Towards the Expected Standard		Evidence Base		
<i>With some guidance, the pupil can write for different purposes.</i>		Autumn Term	Spring Term	
1	I can use a consistent and appropriate structure in non-narrative and narrative writing, sometimes with guidance.			
2	I can add in some interesting detail when describing characters, setting and plot, usually with emphasis on one or two of these.			
3	I can use a range of prefixes and suffixes and understand how to add them.			
4	I can spell some common homophones (Y3/4 list), such as hear/here, plain/plane			
5	I can spell many common exception words correctly from Y3/4 list.			
6	I can use inverted commas accurately for direct speech.			
7	I can evaluate mine and others writing and proof read, edit and revise, with direction.			
8	All of my letters/digits are correctly formed and orientated in relation to one another.			
Working at the Expected Standard				
<i>The pupil can write for different purposes and with greater independence are able to plan, draft and evaluate writing effectively.</i>				
9	I can use a range of organisational devices including title and subheadings, for non-narrative writing and a clear structure for narrative.			
10	I can organise paragraphs around a theme.			
11	I can express time, place and cause using conjunctions, adverbs and prepositions.			
12	I create setting, characters and plot within narratives, provide interesting detail and extend my range of sentences including using a wider range of conjunctions.			
14	I can use fronted adverbials (e.g Later that day, I heard the bad news) and include commas accurately when doing so.			
15	I can use 's' correctly to show plurals or possession, including correct use of the apostrophe.			
16	I can spell most common exception words and homophones correctly (Y3/4)			
17	I can use inverted commas and other punctuation accurately for direct speech.			
18	I can use the correct present and past tense in my writing, most of the time.			
19	I can write neat, legibly and accurately, usually maintaining a joined style.			
Working at the Greater Depth				
<i>The pupil can write clearly, accurately and coherently for a range of purposes across the curriculum.</i>				
20	I can write a range of narratives and non-narratives, that are well structured and well-paced.			
21	I can create detailed settings, characters and plot to engage the reader and add atmosphere.			
22	I can write words with the full range of suffixes from Y3/4 (e.g. <u>enclosure</u> , <u>collision</u> , <u>courageous</u> , <u>musically</u> .)			
23	I can accurately spell words with prefixes (e.g. in-, il-, im-, re-, sub-, inter-, auto-)			
24	I can use dialogue to show character and to advance the action. I can balance dialogue with narrative.			
25	I can plan, draft, write and evaluate my work to enhance the effectiveness of what I write.			
I am working...	PKS	WTS	EXS	GDS
My Prediction for EOY is...				

