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| Date: | |  |  |  |  |  |  |  |
| Working towards the expected standard | | | | | | | | |
| Using paragraphs to organise ideas | |  |  |  |  |  |  |  |
| In narrative, describing settings and characters | Using expanded noun phrases with modifying adjectives |  |  |  |  |  |  |  |
| Using adverbials to describe and specify |  |  |  |  |  |  |  |
| In non-fiction, use simple devices to structure the writing | |  |  |  |  |  |  |  |
| Demarcating most sentences with: | Capital letters |  |  |  |  |  |  |  |
| Full stops |  |  |  |  |  |  |  |
| Question marks |  |  |  |  |  |  |  |
| Exclamation marks |  |  |  |  |  |  |  |
| Commas for lists |  |  |  |  |  |  |  |
| Apostrophes for contraction |  |  |  |  |  |  |  |
| Spelling most words correctly (years 3 and 4) | |  |  |  |  |  |  |  |
| Spelling some words correctly (years 5 and 6) | |  |  |  |  |  |  |  |
| Producing legible handwriting. (not necessarily joined) | |  |  |  |  |  |  |  |
| Working at the expected standard | | | | | | | | |
| Select language that shows a good awareness of the reader and the purpose of the writing. | |  |  |  |  |  |  |  |
| Describe settings characters and build  atmosphere effectively to add detail, qualification and precision (Show not tell) | Adverbial phrases |  |  |  |  |  |  |  |
| Preposition phrases |  |  |  |  |  |  |  |
| Expanded noun phrases |  |  |  |  |  |  |  |
| Integrating dialogue into narrative | …to convey character |  |  |  |  |  |  |  |
| …to advance the action |  |  |  |  |  |  |  |
| Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly | |  |  |  |  |  |  |  |
| Using a range of cohesive devices within paragraphs | Determiners |  |  |  |  |  |  |  |
| Pronouns |  |  |  |  |  |  |  |
| Synonyms |  |  |  |  |  |  |  |
| Use a range of sentence types |  |  |  |  |  |  |  |
| Using a range of cohesive devices across paragraphs | Adverbials of time, place and number. |  |  |  |  |  |  |  |
| Linking key ideas across the text |  |  |  |  |  |  |  |
| Introductory and concluding sentences |  |  |  |  |  |  |  |
| Repetition |  |  |  |  |  |  |  |
| Use verb tenses consistently and correctly | |  |  |  |  |  |  |  |
| Demarcating sentences with: | All previously taught punctuation |  |  |  |  |  |  |  |
| All speech punctuation |
| Commas for clarity |  |  |  |  |  |  |  |
| Punctuation for parenthesis |  |  |  |  |  |  |  |
| Spelling most words correctly | |  |  |  |  |  |  |  |
| Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. | |  |  |  |  |  |  |  |
| Working at greater depth | | | | | | | | |
| Drawing independently on what they have read as models for their own writing | |  |  |  |  |  |  |  |
| Distinguish between the language of speech and writing, using the appropriate register | |  |  |  |  |  |  |  |
| Exercise an assured and conscious control over levels of formality: manipulating grammar and vocabulary to achieve this | |  |  |  |  |  |  |  |
| Selecting verb forms for meaning and effect | |  |  |  |  |  |  |  |
| Using the range of punctuation taught at KS2 correctly – using such punctuation to enhance meaning and avoid ambiguity | Semi-colons |  |  |  |  |  |  |  |
| Colons |  |  |  |  |  |  |  |
| Hyphens |  |  |  |  |  |  |  |
| Dashes |