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| **Working Towards** |
| W | Can form sentences that make sense |  |  |  |  |  |  |
| P | Can use mostly correctly | Capital letters to start sentences |  |  |  |  |  |  |
|  | Capital letter for  | names of people |  |  |  |  |  |  |
| places |  |  |  |  |  |  |
| days/months |  |  |  |  |  |  |
| personal pronoun ‘I’ |  |  |  |  |  |  |
|  | Full stops |  |  |  |  |  |  |
|  | Question marks |  |  |  |  |  |  |
|  | Exclamation marks |  |  |  |  |  |  |
|  | Uses co-ordinating conjunctions.*(for, and, but, or, so)* |  |  |  |  |  |  |
|  | Uses subordinating conjunctions*(if, when, because, that)* |  |  |  |  |  |  |
|  | Use expanded noun phrases |  |  |  |  |  |  |
| Sp | Spell common exception words (Y1/2) |  |  |  |  |  |  |
|  | Spell some words with contracted forms |  |  |  |  |  |  |
| H | Letter sizes are consistent and appropriate |  |  |  |  |  |  |
|  | Appropriate spacing between words |  |  |  |  |  |  |
|  | Join the diagonal and horizontal strokes of letters in some of their writing |  |  |  |  |  |  |
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| **Age Related Expectation** |
| W | Write effectively for a range of purposes and audiences |  |  |  |  |  |  |
|  | Make simple edits to their own writing.  |  |  |  |  |  |  |
|  | Organises paragraphs to group linked information |  |  |  |  |  |  |
|  | Write a narrative with a clear structure, setting, characters and plot. |  |  |  |  |  |  |
|  | Write non-narratives using simple features*e.g. headings/ sub-headings/ diagrams/ illustrations* |  |  |  |  |  |  |
|  | Use a rich and varied vocabulary  |  |  |  |  |  |  |
|  | Content makes sense throughout the piece. |  |  |  |  |  |  |
| P | Consistent use of correct tense (past, present and present perfect) |  |  |  |  |  |  |
|  | Use the word 'like' to build a simile e.g. Her eyes were like deep pools. |  |  |  |  |  |  |
|  | Use apostrophes for possession  |  |  |  |  |  |  |
|  | Use apostrophes for contractions |  |  |  |  |  |  |
|  | Begin to use inverted commas for speech |  |  |  |  |  |  |
|  | Using commas for lists |  |  |  |  |  |  |
|  | Use ‘a’ and ‘an’ correctly most of the time |  |  |  |  |  |  |
|  | Can use | pronouns to avoid repetition and provide cohesion. |  |  |  |  |  |  |
|  | Prepositions appropriately |  |  |  |  |  |  |
|  | Adverbs/Adverbial phrases (time, cause) |  |  |  |  |  |  |
|  | Precise verbs |  |  |  |  |  |  |
|  | Expanded noun phrases |  |  |  |  |  |  |
|  | Adjectives for description |  |  |  |  |  |  |
|  | Uses co-ordinating conjunctions.*FANBOYS* |  |  |  |  |  |  |
|  | Uses subordinating conjunctions*ISAWAWABUB* |  |  |  |  |  |  |
|  | Uses different forms of sentences: | Questions |  |  |  |  |  |  |
|  | Statements |  |  |  |  |  |  |
|  | Commands |  |  |  |  |  |  |
|  | Exclamations |  |  |  |  |  |  |
|  | Use 'a' or 'an' correctly according to next word beginning with consonant or vowel. |  |  |  |  |  |  |
| Sp | Spell some words with prefixes correctly |  |  |  |  |  |  |
|  | Spell words with suffixes correctly |  |  |  |  |  |  |
|  | Recognise and can spell homophones *e.g. their, there and they’re where, were and wear* |  |  |  |  |  |  |
|  | Spells some Y3/4 words correctly |  |  |  |  |  |  |
|  | Begin to use a dictionary correctly |  |  |  |  |  |  |
|  | Adding suffixes and spelling these correctly |  |  |  |  |  |  |
|  | Place the possessive apostrophe accurately in words with regular and irregular plurals |  |  |  |  |  |  |
| H | Beginning to join handwriting- legible and consistent |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Greater Depth** |
| W | To make deliberate, ambitious word choices to add detail, effect and to engage reader.  |  |  |  |  |  |  |
|  | To maintain correct tense (including present perfect tense) throughout a piece of writing, with accurate subject/verb agreement. |  |  |  |  |  |  |
| P | To use the full range of punctuation taught in previous years **. ? ! ,** |  |  |  |  |  |  |
|  | To punctuate direct speech accurately, including using inverted commas. |  |  |  |  |  |  |
|  | To use subordinate clauses (sometimes in varied positions). |  |  |  |  |  |  |
| Sp | To spell most words with prefixes correctly (*e.g. irrelevant, autograph, incorrect, disobey, superstar*) |  |  |  |  |  |  |
|  | To spell homophones correctly (*which and witch*) |  |  |  |  |  |  |
|  | To spell many of the year 3/4 statutory spelling words correctly. |  |  |  |  |  |  |
| H | To use a joined, neat handwriting style with increasing accuracy and speed. |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |