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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 | | | |  |  |  |  |  |  |
|  | | | | | | | | | | |
| **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. | | | |  |  |  |  |  |  |
|  |  | | | |  |  |  |  |  |  |