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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Working Towards** | | | | | | | | | | |
| W | To write for a range of purposes. | | | |  |  |  |  |  |  |
|  | Using paragraphs to organise ideas | | | |  |  |  |  |  |  |
|  | In narratives describe settings and characters. | | | |  |  |  |  |  |  |
|  | In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) | | | |  |  |  |  |  |  |
| P | Use mostly correctly: | | Capital Letters | |  |  |  |  |  |  |
|  | Full Stops | |  |  |  |  |  |  |
|  | Question Marks | |  |  |  |  |  |  |
|  | Commas for lists | |  |  |  |  |  |  |
|  | Apostrophes for contractions | |  |  |  |  |  |  |
| Sp | Spelling most words correctly (year 3 and 4) | | | |  |  |  |  |  |  |
|  | Spelling some words correctly (year 5 and 6) | | | |  |  |  |  |  |  |
| H | Producing legible handwriting | | | |  |  |  |  |  |  |
|  | | | | | | | | | | |
| **Age Related Expectation** | | | | | | | | | | |
| W | Write effectively for a range of purposes and audience, selecting language and shows good awareness of the reader ( *e.g. the use of first person in a diary, direct address in instructions and persuasive writing*). | | | |  |  |  |  |  |  |
|  | In narratives, describe settings, characters and atmosphere. | | | |  |  |  |  |  |  |
|  | Integrate dialogue to convey character and advance the action | | | |  |  |  |  |  |  |
|  | Selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (*e.g. contracted forms in dialogue in narrative; using passive verbs to affect how information in presented; using modals to suggest degrees of possibility*). | | | |  |  |  |  |  |  |
|  | Using a range of devices to build cohesion within and across paragraphs.  *Adverbials of time and place, conjunctions, pronouns and synonyms* | | | |  |  |  |  |  |  |
|  | Use verb tenses consistently and correctly throughout their writing. | | | |  |  |  |  |  |  |
| P | To use: | Adjectives | | |  |  |  |  |  |  |
|  | Adverbs | | |  |  |  |  |  |  |
|  | Prepositional phrases | | |  |  |  |  |  |  |
|  | Expanded noun phrases | | |  |  |  |  |  |  |
|  | Conjunctions | | |  |  |  |  |  |  |
|  | A wide range of clauses structures that vary the position within the sentence. | | |  |  |  |  |  |  |
|  | Use the range of punctuation taught at Key Stage 2 mostly correct: | Inverted commas | | |  |  |  |  |  |  |
|  | Commas for clarity | | |  |  |  |  |  |  |
|  | Comma after a fronted adverbial | | |  |  |  |  |  |  |
|  | Punctuation for parenthesis | | brackets |  |  |  |  |  |  |
| dashes |
| commas |
|  | Semi-colons | | Independent clauses |  |  |  |  |  |  |
|  | To separate items in a list |  |  |  |  |  |  |
|  | Dashes | | |  |  |  |  |  |  |
|  | Colons | | To introduce a list |  |  |  |  |  |  |
|  | Independent clauses |  |  |  |  |  |  |
|  | Hyphens | | |  |  |  |  |  |  |
| Sp | Spelling most words correctly (years 5 and 6) | | | |  |  |  |  |  |  |
|  | Use a dictionary to check the spelling of uncommon or more ambitious vocabulary. | | | |  |  |  |  |  |  |
| H | Maintaining legibility in joined handwriting when writing at speed. | | | |  |  |  |  |  |  |
|  |  | | | |  |  |  |  |  |  |
| **Greater Depth** | | | | | | | | | | |
| W | Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (*e.g. literary language, characterisation, structure*) | | | |  |  |  |  |  |  |
|  | Distinguish between the language of speech and writing and choose the appropriate register. | | | |  |  |  |  |  |  |
|  | Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. | | | |  |  |  |  |  |  |
| P | Use the full range of punctuation taught at Key Stage 2 correctly ( e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. | | | |  |  |  |  |  |  |