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| **Working Towards** |
| W | Using different forms of sentences, including: | Questions |  |  |  |  |  |  |
|  | Commands |  |  |  |  |  |  |
|  | Statements |  |  |  |  |  |  |
|  | Exclamations |  |  |  |  |  |  |
|  | Use capital letters for: | proper nouns |  |  |  |  |  |  |
|  | personal pronoun ‘I’ |  |  |  |  |  |  |
|  | Punctuate sentences using | Capital letters and full stops |  |  |  |  |  |  |
|  | Question marks |  |  |  |  |  |  |
|  | Exclamation marks |  |  |  |  |  |  |
|  | Commas for lists |  |  |  |  |  |  |
|  | Apostrophes for contractions  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  | Uses co-ordinating conjunctions *(for, and, nor, but, or, yet, so)* |  |  |  |  |  |  |
|  | Uses subordinating conjunctions *(if, when, because, that)* |  |  |  |  |  |  |
|  | Consistently use the past and present tense |  |  |  |  |  |  |
|  | Use of expanded noun phrases |  |  |  |  |  |  |
| Sp | Spell all KS1 common exception words |  |  |  |  |  |  |
| H | Letter sizes are consistent, including capitals |  |  |  |  |  |  |
|  | Starting to join letters  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Age Related Expectation** |
| W | Organises paragraphs around a theme. |  |  |  |  |  |  |
|  | Can write narrative and non-fiction pieces using consistent and appropriate structure |  |  |  |  |  |  |
|  | Create settings, characters and plot to write a narrative with a clear structure. |  |  |  |  |  |  |
|  | Select rich, varied vocabulary  |  |  |  |  |  |  |
|  | Verb forms are mostly accurate/Use tense accurately  |  |  |  |  |  |  |
|  | Use a range of sentences which have more than one clause / use subordinate clauses |  |  |  |  |  |  |
| P | Can use: | Adverbs |  |  |  |  |  |  |
|  | Co-ordinating conjunctions FANBOYS |  |  |  |  |  |  |
|  | Subordinate conjunctions ISAWAWABUB |  |  |  |  |  |  |
|  | More complex expanded noun phrases  |  |  |  |  |  |  |
|  | Fronted adverbials |  |  |  |  |  |  |
|  | Prepositional phrases |  |  |  |  |  |  |
|  | Can use: | Adventurous adjectives for description |  |  |  |  |  |  |
|  | Similes for description (like/as) |  |  |  |  |  |  |
|  | Using mostly correctly: | Commas after fronted adverbials |  |  |  |  |  |  |
|  | Apostrophes for contracted forms |  |  |  |  |  |  |
|  | Apostrophe for possession (inc plural) |  |  |  |  |  |  |
|  | Appropriate choice of nouns and pronouns to avoid repetition and provide cohesion. |  |  |  |  |  |  |
|  | Correct use of inverted commas and other punctuation to indicate direct speech |  |  |  |  |  |  |
|  | Present perfect form of verbs |  |  |  |  |  |  |
| Sp | Spell words with prefixes and suffixes and can add them to root words |  |  |  |  |  |  |
|  | Recognise and can spell homophones *e.g. their, there and they’re where, were and wear* |  |  |  |  |  |  |
|  | Spells most Y3/4 words correctly |  |  |  |  |  |  |
|  | Place the possessive apostrophe accurately in words with regular and irregular plurals |  |  |  |  |  |  |
| H | Maintaining legible, joined handwriting with consistency in style |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Greater Depth** |
| W | To write a range of narrative and non-fiction that are well-structured and well-paced. |  |  |  |  |  |  |
|  | To create detailed settings, characters and plot in narrative to add atmosphere. |  |  |  |  |  |  |
|  | To always use Standard English verb inflictions accurately (e.g. ‘we were’ rather than ‘we was’, ‘I did’ rather than ‘I done’). |  |  |  |  |  |  |
| P | To use all the necessary punctuation in direct speech including a comma after the reporting clause and end punctuation within inverted commas |  |  |  |  |  |  |
|  | To use expanded noun phrases with the addition of ambitious modifying adjectives and prepositional phrases. |  |  |  |  |  |  |
| Sp | Show through -s’ and punctuation the grammatical difference between plural and possessive |  |  |  |  |  |  |
| H | Fluent, legible, joined handwriting style with letters in relative size to one another |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |