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| Name - | Class - |
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| Working Towards the Expected Standard | | Evidence Base | |
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| <i>With some guidance, the pupil can write for different purposes.</i> | | Autumn Term | Spring Term |
| 1. | I can use a consistent and appropriate structure in non-narrative and narrative writing, sometimes with guidance. | | |
| 2. | I can add in some interesting detail when describing characters, setting and plot, usually with emphasis on one or two of these. | | |
| 3. | I can use a range of prefixes and suffixes and understand how to add them. | | |
| 4. | I can spell some common homophones (Y3/4 list), such as hear/here, plain/plane | | |
| 5. | I can spell many common exception words correctly from Y3/4 list. | | |
| 6. | I can use inverted commas accurately for direct speech. | | |
| 7. | I can evaluate mine and others writing and proof read, edit and revise, with direction. | | |
| 8. | All of my letters/digits are correctly formed and orientated in relation to one another. | | |

| Working at the Expected Standard | | | |
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| <i>The pupil can write for different purposes and with greater independence are able to plan, draft and evaluate writing effectively.</i> | | | |
| 9. | I can use a range of organisational devices including title and subheadings, for non-narrative writing and a clear structure for narrative. | | |
| 10. | I can organise paragraphs around a theme, in both narrative and non-narrative writing. | | |
| 11. | I can express time, place and cause using <u>conjunctions</u> , <u>adverbs</u> and <u>prepositions</u> . | | |
| 12. | I create setting, characters and plot within narratives, providing interesting detail and extending my range of sentences. | | |
| 14. | I can use fronted adverbials (e.g Later that day, I heard the bad news) and include commas accurately when doing so. | | |
| 16. | I can spell most common exception words and homophones correctly (Y3/4) | | |
| 17. | I can use a range of suffixes correctly. | | |
| 18. | I can use the correct present and past tense in my writing, most of the time. | | |
| 19. | I can write neat, legibly and accurately, usually maintaining a joined style. | | |

| Working at the Greater Depth | | | |
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| <i>The pupil can write clearly, accurately and coherently for a range of purposes across the curriculum. Their ability to plan, draft and evaluate their work enhances the effectiveness of what they write.</i> | | | |
| 20. | I can write a range of narratives and non-narratives, that are well structured and well-paced. | | |
| 21. | I can create detailed settings, characters and plot to engage the reader and add atmosphere. | | |
| 22. | I can write words with the full range of suffixes from Y3/4 (e.g. <u>enclosure</u> , <u>collision</u> , <u>courageous</u> , <u>musically</u> .) | | |
| 23. | I can accurately spell words with prefixes (e.g. in-, il-, im-, re-, sub-, inter-, auto-) | | |
| 24. | I can use dialogue to show character and to advance the action. I can balance dialogue with narrative. | | |
| 25. | I can plan, draft, write and evaluate my work to enhance the effectiveness of what I write. | | |

| I am working... | BLW | WTS | EXS | GDS |
|-----------------------------|-----|-----|-----|-----|
| My Prediction for EOY is... | | | | |