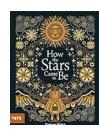






vocabulary and content



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TERM ONE	TERM TWO	TERM THREE
On track for EXPECTED standard (EXP)	On track for EXPECTED standard (EXP)	On track for EXPECTED standard (EXP)
Composition	Composition	Composition
Write effectively and coherently across a range of genres	Write effectively and coherently across a range of genres	Write effectively and coherently across a range of genres
Write a structured narrative including real or fictional events -including settings	Write a structured narrative-including settings and characters (e.g. opening,	Write a narrative with a strong plot (including settings and characters)
and characters	problem, resolution, ending)	In non narrative use simple organisational devices eg headings and subheadings
Maintain writing in the 1st person or third person (very few errors)	Write in chronological and logical order, expressing time, place and cause using	Independently organise paragraphs around a theme
Write in chronological and logical order, expressing time, place and cause using	conjunctions, adverbs and prepositions.	 Begin to choose nouns or pronouns for clarity or cohesion and to avoid
conjunctions, adverbs and prepositions.	Proof-read for spelling and punctuation errors, making corrections and revisions	repetition
 Make additions, revisions and proof-reading corrections to own writing 	to own writing	Consistently proof-read for spelling and punctuation errors, making corrections
Vocabulary, Grammar and Punctuation	Vocabulary, Grammar and Punctuation	and revisions to own writing
 Include a range of sentence types for co-ordination and subordination to join 	Some use of inverted commas to punctuate direct speech	Vocabulary, Grammar and Punctuation
clauses	Begin to independently organise paragraphs around a theme	 Use the present perfect form of verbs in contrast to the past tense
Begin to use a range of different sentence openers including adverbs and fronted	Use heading and sub-headings to aid presentation	•Use a wide range of sentence openers to engage and interest the reader-
adverbials	 Begin to choose nouns or pronouns for clarity or cohesion and to avoid repetition 	including fronted adverbials
Use present and past tense correctly and consistently	 Use a range of different sentence openers including adverbs and fronted 	Wider use of subordination writing to express time, place and cause and a
 Use expanded noun phrases to add detail and precision to writing 	adverbials	wider range of conjunctions used (including when, if, because, although)
With support begin to use paragraphs to organise ideas.	 Use a wide range of conjunctions including when, if, because, although 	Demarcate most sentences with capital letters and full
Capital letters, full stops, question marks and exclamation marks used	Use present and past tense correctly and consistently	stops, question marks, commas to separate items in a
mostly correctly.	Use capital letters, full stops, question marks (accurately) and commas in a	list and apostrophes for contraction
Commas in a list and apostrophes for contraction	list and apostrophes for contraction	Use apostrophes for singular and plural possession
Transcription	•Use apostrophes for singular and plural possession (mostly correct with few	 Use of inverted commas to punctuate direct speech accurately
Apply and spell correctly all Key Stage 1 spelling rules and most of those from	errors)	
Year 3 covered so far	Transcription	Transcription
Use diagonal and horizontal strokes needed to join letters in some of their	Spell many words correctly, adding taught prefixes and	 Add taught prefixes and suffixes appropriately, spelling the correct form of
writing and increase legibility, consistency and quality	suffixes appropriately, spelling the correct form of taught homophones and	taught homophones
	spelling many common exception words correctly	Spell at least half of the Y3/Y4 common exception words
	Begin to use joined writing throughout independent writing	Use joined writing throughout independent writing
On Track for GREATER DEPTH standard (GDS)	On Track for GREATER DEPTH standard (GDS)	
Independently choose and know what to adapt and include when changing the	Apt use of vocabulary e.g. verbs, adjectives, adverbs, conjunctions, similes,	On Track for GREATER DEPTH standard (GDS)
form of writing	figurative language to engage and interest the reader	Use a range of organisational devices depending on the form and purpose of the
Maintain writing in the 1st and 3rd person.	•Use dialogue to develop character, show the relationships between two	writing (e.g. non-fiction features)
Include additional features for the form and audience of the writing	characters	Select precise vocabulary based on the audience and style of writing
Apt use of vocabulary e.g. verbs, adjectives, adverbs, conjunctions to engage and	Evidence of varied sentence structure including wider use of subordination,	Use dialogue to provide additional characterisation, using sparingly so it
interest the reader	fronted adverbials etc.	effectively adds detail to the writing
Independently and accurately use the full range of punctuation taught at Key Stage 1 and taught as far in Year 2 and proof read to make corrections.	Consistently apply most taught features of the writing form.	Use a wide range of co-ordinating and subordinating conjunctions within and
Stage 1 and taught so far in Year 3 and proof-read to make corrections	Inverted commas used mostly accurately	across sentences
	Evaluate and redraft own writing proposing changes to grammar and vocabulary	 Evaluate and redraft own writing proposing changes to grammar, punctuation,

If the writing does not make sense then work cannot be judged at expected standard