



TERM ONE	TERM TWO	TERM THREE
On track for EXPECTED standard (EXP) <u>Composition</u> • Organise writing into paragraphs across a range of genres • Include descriptive and expanded noun phrases to describe setting and characters vividly • Write effectively and coherently across a range of genres • Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution. • Use of varied and rich vocabulary considering audience, tone and purpose • choose nouns or pronouns for clarity or cohesion and to avoid repetition • Evaluate and redraft own writing proposing changes to spelling and grammar <u>Vocabulary, Grammar and Punctuation</u> • Use a wide range of conjunctions to express time, place and cause • Use present and past tense correctly and consistently • Use inverted commas accurately to punctuate direct speech • Use punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas, apostrophes for contraction and possession including plurals) • To use fronted adverbials • Develop the use of sentences with more than one clause <u>Transcription</u> • Spell some words from Year 3/4 correctly and spell words in contracted form correctly • Consistently use joined writing • Spell many words from Year 3/4 spelling list correctly including words in contracted form and most taught prefixes, suffixes and homophones	On track for EXPECTED standard (EXP) <u>Composition</u> • Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose • Write effectively and coherently across a range of genres • Plan and write a longer narrative including details of setting using language to evoke mood and atmosphere. • Write appropriately for a specific audience and a specific form • Evaluate and redraft own writing proposing changes to spelling, grammar and vocabulary <u>Vocabulary, Grammar and Punctuation</u> • Use punctuation taught in KS1 and so far in KS2 with 90% accuracy (full stops, capital letters, question marks, exclamation marks, commas, apostrophes for contraction and possession including plurals) • Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately • Use present and past tense accurately with some use of present perfect tense verb forms • Use pronouns and nouns to aid cohesion and avoid repetition • Develop the use of sentences with more than one clause by using a wider range of conjunctions • Confidently use a range of fronted adverbials • Use a comma after the fronted adverbial <u>Transcription</u> • Spell most words from Year 3/4 spelling list correctly including words in contracted form and most taught prefixes, suffixes and homophones • Consistently use joined writing	On track for EXPECTED standard (EXP) <u>Composition</u> • Write effectively and coherently across a range of genres • In narratives, write in role and describe settings and characters • Use a range of devices including paragraphs to structure the writing and support the reader based on the form and purpose (e.g. adverbials and organisational devices such as headings) • Evaluate and redraft own writing proposing changes to grammar, punctuation, vocabulary and content <u>Vocabulary, Grammar and Punctuation</u> • Use the full range of punctuation taught in KS1 and so far in KS2 correctly (full stops, capital letters, question marks, exclamation marks, commas in a list, apostrophes for contraction and possession and including regular and irregular plurals) • Use inverted commas accurately and other speech punctuation to punctuate direct speech accurately • Use a range of fronted adverbials to indicate time, manner, place, frequency, degree including the correct use of a comma • Use present and past tense accurately with some use of present perfect tense verb forms, when appropriate • Effectively use conjunctions, adverbs and prepositions to express time, cause and place <u>Transcription</u> • Spell correctly almost all words from the year 3/4 spelling list including all taught prefixes, suffixes and homophones • Use joined-up writing throughout all independent writing • Consistently use joined writing
On Track for GREATER DEPTH standard (GDS) • Extend the range of sentences with more than one clause by using a wider range of conjunctions. • Use sentence type and length to create tension and impact on the reader. • Select form of writing and make vocabulary and grammar choice based on audience	On Track for GREATER DEPTH standard (GDS) • Write effectively for the purpose and audience, selecting language that shows good awareness of the reader • Independently choose to use a range of organisational and cohesive devices to help structure texts • Use a range of conjunctions to support cohesion within writing • Adapt style of writing to match audience and form. • Use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, inverted commas, commas, apostrophes for contraction and possession and including regular and irregular plurals, inverted commas)	On Track for GREATER DEPTH standard (GDS) • Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form. • Develop additional characters and add detail to settings using for example, adjectives and figurative language to evoke time, place and mood • Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation • Consistently use a range of conjunctions to support cohesion • Use a range of precise vocabulary • Consistently produce legible joined handwriting • Evaluate own writing against the purpose, text structure, audience

If the writing does not make sense, then work cannot be judged at expected standard 80% of statements must be ticked in order to award the standard