



Working towards the Expected standard (WT)

- Write for a range of purpose
 Use paragraphs to organise ideas
 In narratives describe settings and characters
 Write legibly
- In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) •Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
 - Spell correctly most words from the Y3/Y4 spelling list, and some from the Y5/6 spelling list

TERM THREE TERM ONE TERM TWO

On track for EXPECTED standard (EXP

Composition

- · write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)- formal and informal
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- In narratives, use a range of techniques to describe settings, character and atmosphere
- Where appropriate, use some layout devices, such as headings, subheadings, underlining, bullets and tables to structure texts
- · use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Evaluate, draft and re-draft with growing independence and effectiveness Vocabulary, Grammar and Punctuation
- Integrate dialogue in narrative to convey character and advance the action
- Use a range of verb tenses consistently and correctly throughout their writing (including subjunctive)
- •Use semi colons and colons to mark boundaries between independent clauses
- Use the range of punctuation taught at KS2 mostly correctly including inverted commas and other punctuation to indicate direct speech (capital letters, full stops, question marks, exclamation marks, commas in a list. commas for clauses, apostrophes for possession and contraction, hyphens, brackets and dashes)

Transcription

- Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling at least half of the Y5/6 common exception words correctly
- Maintain legibility in joined handwriting when writing

On track for EXPECTED standard (EXP)

Composition

- · write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing))- formal and informal
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
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- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Evaluate, draft and re-draft with growing independence and effectiveness Vocabulary, Grammar and Punctuation
- Integrate dialogue in narrative to convey character and advance the action
- Use a range of verb tenses consistently and correctly throughout their writing (including subjunctive)
- Use the range of punctuation taught at KS2 mostly correctly including inverted commas and other punctuation to indicate direct speech (capital letters, full stops, question marks, exclamation marks, commas in a list, commas for clauses, apostrophes for possession and contraction, hyphens, semi-colons, colons, brackets and dashes)

<u>Transcription</u>

- · Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling at least half of the Y5/6 common exception words correctly
- · Maintain legibility in joined handwriting when writing at speed

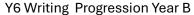
On track for EXPECTED standard (EXP)

Composition

- · write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing))- formal and informal
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- In narratives, use a range of techniques to describe settings, character and atmosphere
- Where appropriate, use some layout devices, such as headings, subheadings, underlining, bullets and tables to structure texts
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Evaluate, draft and re-draft with growing independence and effectiveness Vocabulary, Grammar and Punctuation
- Integrate dialogue in narrative to convey character and advance the action
- Use the range of punctuation taught at KS2 mostly correctly including inverted commas and other punctuation to indicate direct speech (capital letters, full stops, question marks, exclamation marks, commas in a list, commas for clauses, apostrophes for possession and contraction, hyphens. semi-colons, colons, brackets and dashes)
- Use a range of verb tenses consistently and correctly throughout their writing (including subjunctive)

Transcription

- Maintain legibility in joined handwriting when writing
- Spell most words correctly, adding prefixes and suffixes appropriately. spelling the correct form of homophones and spelling at least half of the Y5/6 common exception words correctly







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at speed		
On Track for GREATER DEPTH standard (GDS)	On Track for GREATER DEPTH standard (GDS)	On Track for GREATER DEPTH standard (GDS)
Write effectively for a range of purposes and audiences, selecting the	Write effectively for a range of purposes and audiences, selecting the	Write effectively for a range of purposes and audiences, selecting the
appropriate form and drawing independently on what they have read as	appropriate form and drawing independently on what they have read as	appropriate form and drawing independently on what they have read as
models for their own writing	models for their own writing	models for their own writing
Distinguish between the language of speech and writing and choose the	Distinguish between the language of speech and writing and choose the	Distinguish between the language of speech and writing and choose the
appropriate register	appropriate register	appropriate register
Exercise an assured and conscious control over levels of formality,	Exercise an assured and conscious control over levels of formality,	Exercise an assured and conscious control over levels of formality,
particularly though manipulating grammar and vocabulary to achieve this	particularly though manipulating grammar and vocabulary to achieve this	particularly though manipulating grammar and vocabulary to achieve this
Use a range of punctuation taught at key stage 2 correctly and precisely to	Use a range of punctuation taught at key stage 2 correctly and precisely to	Use a range of punctuation taught at key stage 2 correctly and precisely to
enhance meaning, avoid ambiguity, organise information or manipulate the	enhance meaning, avoid ambiguity, organise information or manipulate the	enhance meaning, avoid ambiguity, organise information or manipulate the
pace of writing (e.g. hyphen, semicolon/ colon to link clauses, bullet points in	pace of writing (e.g. hyphen, semicolon/ colon to link clauses, bullet points in	pace of writing (e.g. hyphen, semicolon/ colon to link clauses, bullet points in
a list, etc)	a list, etc)	a list, etc)

^{*}Bold statements from TAF (Teacher Assessment Framework)

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

In term 3 100% of TAFs must be ticked in order to award the standard