



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

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 standards