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| Name - | Class - |
|--------|---------|

| Working Towards the Expected Standard                                  |  | Evidence Base |             |
|--|--|---------------|-------------|
| <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 <b>some</b> common homophones (Y3/4 list), such as hear/here, plain/plane  |               |             |
| 5.   | I can spell <b>many</b> 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  |   |  |  |
|---|---|--|--|
| <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, adverbs and 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 <b>most</b> 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, <b>most</b> of the time.  |  |  |
| 19.   | I can write neat, legibly and accurately, usually maintaining a joined style.   |  |  |

| Working at the Greater Depth   |   |  |  |
|--|---|--|--|
| <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... |     |     |     |     |