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| **Writing - Working Towards the Expected Level** | | **Name:** | | | | | | |
| The pupil can write for a range of purposes and audiences | | **Evidence** | | | | | | |
|  |  |  |  |  |  |  |
| using paragraphs to organise ideas | |  |  |  |  |  |  |  |
| describing settings and characters | |  |  |  |  |  |  |  |
| using some cohesive devices\* within and across sentences and paragraphs | |  |  |  |  |  |  |  |
| using different verb forms mostly accurately | |  |  |  |  |  |  |  |
| using co-ordinating and subordinating conjunctions | |  |  |  |  |  |  |  |
| using mostly correctly | capital letters |  |  |  |  |  |  |  |
| full stops |  |  |  |  |  |  |  |
| question marks |  |  |  |  |  |  |  |
| exclamation marks |  |  |  |  |  |  |  |
| commas for lists |  |  |  |  |  |  |  |
| apostrophes for contraction |  |  |  |  |  |  |  |
| spelling most words correctly\* (year 3 and 4) | |  |  |  |  |  |  |  |
| spelling some words correctly\* (year 5 and 6) | |  |  |  |  |  |  |  |
| producing legible joined handwriting. | |  |  |  |  |  |  |  |

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| **Writing - Working At the Expected Level** | | **Name:** | | | | | | |
| The pupil can write for a range of purposes and audiences (including writing a short story) | | **Evidence** | | | | | | |
|  |  |  |  |  |  |  |
| • creating atmosphere, and integrating dialogue to convey character and advance the action | |  |  |  |  |  |  |  |
| selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly | |  |  |  |  |  |  |  |
| using a range of cohesive devices\*, including adverbials, within and across sentences and paragraphs | |  |  |  |  |  |  |  |
| using passive and modal verbs mostly appropriately | |  |  |  |  |  |  |  |
| using a wide range of clause structures, sometimes varying their position within the sentence | |  |  |  |  |  |  |  |
| • using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision | |  |  |  |  |  |  |  |
| using mostly correctly | inverted commas |  |  |  |  |  |  |  |
| commas for clarity |  |  |  |  |  |  |  |
| punctuation for parenthesis |  |  |  |  |  |  |  |
| making some correct use of | semi-colons |  |  |  |  |  |  |  |
| dashes |  |  |  |  |  |  |  |
| colons |  |  |  |  |  |  |  |
| hyphens |  |  |  |  |  |  |  |
| spelling most words correctly\* (year 5 and 6) | |  |  |  |  |  |  |  |
| maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. | |  |  |  |  |  |  |  |

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| **Writing - Working At Greater Depth Within the Expected Level** | | **Name:** | | | | | | |
| The pupil can write for a range of purposes and audiences | | **Evidence** | | | | | | |
|  |  |  |  |  |  |  |
| managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures | |  |  |  |  |  |  |  |
| selecting verb forms for meaning and effect | |  |  |  |  |  |  |  |
| using the full range of punctuation taught at key stage 2 mostly correctly, including | |  |  |  |  |  |  |  |
|  | semi-colons to mark the boundary between independent clauses |  |  |  |  |  |  |  |
| colons to mark the boundary between independent clauses |  |  |  |  |  |  |  |