

Name: _____		Class: _____					
<b>WORKING TOWARDS the expected standard</b>							
The pupil can write for a range of purposes and audiences.							
Uses the full range of punctuation taught at KS1 and Year 3 mostly correctly and is beginning to:	Use inverted commas to mark speech						
Beginning to create a narrative with a clear structure, plot and setting							
Some use of effective and appropriate vocabulary chosen							
Use pronouns to limit repetition							
Use different verb forms mostly accurately							
Use commas for lists							
Use apostrophes for contraction							
Beginning to compose sentences using a wider range of structures, linked to the LKS2 grammar objectives. E.g. sentences of more than one clause.							
Spells some words from the Year 3 / 4 statutory word list accurately							
Beginning to spell some words with prefixes and suffixes from the LKS2 spelling curriculum accurately							
Handwriting is developing in size and consistency and there is evidence of understanding of diagonal and horizontal strokes needed for joining							
<b>WORKING AT the expected standard (MEETING)</b>							
The pupil can write for different purposes (narrative and non-narrative) with a greater understanding of the level of formality required.							
can use paragraphs although not always accurate							
describing settings and characters using a range of literary features. E.g. similes, metaphors and appropriate vocabulary.							
Use a variety of different sentence structures, including the use of fronted adverbials and sentences with more than one clause and punctuate appropriately with the use of commas.							
Appropriately use nouns and pronouns within and across sentences to support cohesion and avoid repetition. Correct use of tense.							
Use paragraphs correctly							
Accurately use punctuation from KS1 and Year 3, as well as:	Inverted commas and other relevant punctuation to indicate speech						
	Apostrophes to mark plural possession						
	Commas after fronted adverbials						
use dialogue in narrative to create effect							
include an interesting opening or conclusion appropriate to the genre							
Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. E.g. The strict maths teacher with no hair.							
spelling <b>most</b> words correctly* (year 3 and 4)							
producing legible joined handwriting							
Proof-read to check for errors in spelling and punctuation and suggest improvements to their own work and that of their peers.							

**WORKING IN GREATER DEPTH within the expected standard (ABOVE)**

The pupil can write for different purposes selecting appropriate level of formality.							
Use the full range of punctuation taught at key stage 1 and LKS2 accurately							
Use dialogue in order to develop the character and plot							
Use a range of appropriate interesting adjectives, similes and metaphors							
Can move subordinate clauses within a sentence for effect eg. at the front of a sentence, embedded or end							
Use nouns, pronouns and tenses accurately and consistently throughout							
Spell the common exception words taught from the 3/4 list and the rules from the Year 3 curriculum accurately.							
Proof-read to check for errors in spelling, punctuation and suggest improvements to their own work and that of their peers.							
making <b>some</b> correct use of:	commas for clarity						
Writing almost always shows fluent, joined letters.							