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| Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_\_\_ | Autumn | Spring | Summer |
| **Working towards the expected standard - The pupil can,** | | | |
| write for a range of purposes |  |  |  |
| use paragraphs to organise ideas |  |  |  |
| in narratives, describe settings and characters |  |  |  |
| 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 year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\* |  |  |  |
| write legibly |  |  |  |
| **Working at the expected standard - The pupil can** | | | |
| 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) |  |  |  |
| in narratives, describe settings, characters and atmosphere |  |  |  |
| integrate dialogue in narratives to convey character and advance the action |  |  |  |
| 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) |  |  |  |
| use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs |  |  |  |
| use verb tenses consistently and correctly throughout their writing |  |  |  |
| use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) |  |  |  |
| spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary |  |  |  |
| maintain legibility in joined handwriting when writing at speed. |  |  |  |
| **Working at greater depth within the expected standard - The pupil can** | | | |
| write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) |  |  |  |
| distinguish between the language of speech and writing3 and choose the appropriate register |  |  |  |
| exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this |  |  |  |
| use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. |  |  |  |