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| **Name:** | | | |  |  |  |  |  |  |  |  |  |  |
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| **Working towards the expected standard** | With support, structure and organisation is appropriate to audience, purpose and context | | |  |  |  |  |  |  |  |  |  |  |
| Plan logically using a framework or model | | |  |  |  |  |  |  |  |  |  |  |
| In narratives settings, characters and plot are created successfully | | |  |  |  |  |  |  |  |  |  |  |
| Non-narrative writing is beginning to use a wider range of organisational and presentational devices to guide the reader | | |  |  |  |  |  |  |  |  |  |  |
| Ideas are linked within paragraphs using a range of conjunctions | | |  |  |  |  |  |  |  |  |  |  |
| **Using mostly correctly** | | Capital letters |  |  |  |  |  |  |  |  |  |  |
| Full Stops |  |  |  |  |  |  |  |  |  |  |
| Question marks |  |  |  |  |  |  |  |  |  |  |
| Apostrophes to mark plural possession and contractions |  |  |  |  |  |  |  |  |  |  |
| Spelling most words correctly (Year 3 and 4) | | |  |  |  |  |  |  |  |  |  |  |
| Spelling some words correctly (Year 5 and 6) | | |  |  |  |  |  |  |  |  |  |  |
| Write legibly and use fluent joining | | |  |  |  |  |  |  |  |  |  |  |
|  |  | | |  |  |  |  |  |  |  |  |  |  |
| **Working at the expected standard** | Write effectively for a range of audiences and purpose, selecting the language that shows good awareness of reader (1st person diary, direct address in instructions and persuasive writing) | | |  |  |  |  |  |  |  |  |  |  |
| Plan writing independently | | |  |  |  |  |  |  |  |  |  |  |
| In narratives, describe settings, characters and atmosphere | | |  |  |  |  |  |  |  |  |  |  |
| Pronouns and nouns are chosen to aid cohesion, ensure clarity and avoid repetition. | | |  |  |  |  |  |  |  |  |  |  |
| Adverbs and modal verbs indicate degrees of possibility (e.g. perhaps, surely, must, could) | | |  |  |  |  |  |  |  |  |  |  |
| Fronted adverbials are used to vary sentence structure | | |  |  |  |  |  |  |  |  |  |  |
| Use verb tenses consistently and correctly throughout their writing | | |  |  |  |  |  |  |  |  |  |  |
| **Using mostly correctly** | | Inverted commas |  |  |  |  |  |  |  |  |  |  |
| Exclamation marks |  |  |  |  |  |  |  |  |  |  |
| Brackets, dashes or commas to indicate parenthesis |  |  |  |  |  |  |  |  |  |  |
| Commas to clarify meaning and avoid ambiguity |  |  |  |  |  |  |  |  |  |  |
| Spelling rules usually accurate (Year 5), including homophones, prefixes and suffixes and silent letters | | |  |  |  |  |  |  |  |  |  |  |
| Write legibly and use fluent joining | | |  |  |  |  |  |  |  |  |  |  |
|  |  | | |  |  |  |  |  |  |  |  |  |  |
| **Working at greater depth** | Writing shows deep understanding of a range of different text types linked to audience, purpose and context | | |  |  |  |  |  |  |  |  |  |  |
| Plan writing, drawing on own personal reading | | |  |  |  |  |  |  |  |  |  |  |
| Integrate dialogue in narratives to convey character | | |  |  |  |  |  |  |  |  |  |  |
| Use range of punctuation taught in Year 5 correctly | | |  |  |  |  |  |  |  |  |  |  |
| Carefully chosen vocabulary and phrases (including relative clauses) clarify meaning, enhance effect, add/slow pace and conjure mood | | |  |  |  |  |  |  |  |  |  |  |
| Spelling is accurate and maintained | | |  |  |  |  |  |  |  |  |  |  |
| Write legibly and use fluent joining with increasing speed | | |  |  |  |  |  |  |  |  |  |  |