

Target		Evidence					
Working towards the expected standard	1	Letters begin and end in the correct place					
		Is able to use the diagonal and horizontal strokes needed to join letters in some of their writing					
		Shows an awareness of joining letters in some writing					
	2	Is able to spell an increasing amount of common exception words from year 1 and year 2 list					
		Is able to spell most common exception words from Year 1 and 2 list.					
		Can spell common exception words from Year 1 and 2 list					
	3	Mostly correct use of capital letters, full stops and question marks					
		Mostly correct use of capital letters, full stops, question marks and exclamation marks					
		Uses mostly correctly: capital letters full stops question marks exclamation marks commas for lists, apostrophes for singular possession & contraction.					
	4	Able to use coordinating conjunctions (and/ but)					
		Able to use 'or' 'and' and 'but' in different pieces of writing					
		Able to use a range of coordinating conjunctions					
	5	Able to subordinating conjunctions – mainly using (because, when)					
		Able to use subordinating conjunctions – (because, when, if that)					
		Able to use a range of subordinating conjunctions					
	6	Use adjectives to add information to nouns to make simple expanded noun phrases.					
		Use some expanded noun phrases to describe and specify					
		Use expanded noun phrases to describe and specify					

7	Beginning to use simple present and simple past tense correctly.						
	Use simple present and simple past tense <i>mostly</i> correctly.						
	Use simple past and simple present tense correctly.						
8	Beginning to use present progressive and past progressive form.						
	Use present progressive and past progressive form <i>mostly</i> correctly.						
	Use present progressive and past progressive form correctly e.g. I was deciding. We were breathing						
9	Able to write a simple coherent narrative with a beginning, middle and end.						
	Is able to write coherent narratives about personal experiences or about others						
	In narrative, settings, characters and plots are created with support.						

		Target	Evidence					
Working at the expected standard	1	Able to form capital letters and digits of the correct size, orientation and relationships to one another and to lower case letters and spacing between letters.						
		Handwriting is becoming easier to read and more consistent						
		Children are beginning to join their handwriting						
	2	Beginning to use year 3/4 prefixes and suffixes.						
		Can use some year 3/4 prefixes and suffixes.						
		Year 3/4 prefixes and suffixes are mostly spelt correctly.						
	3	Beginning to use homophones with correct spellings.						
		Can use some homophones with correct spellings.						
		Homophones are mostly spelt correctly.						
	4	n/a for Advent						
		Beginning to use statutory words for Year 3/4 spelt correctly						
		Some statutory words for Year 3/4 are spelt correctly						
	5	Mostly using capital letters, full stops and question marks, including capital letters of 'I', names places, days and apostrophes are used for singular possession and contractions.						
		Mostly using capital letters, full stops, question marks, exclamation marks and commas in lists and apostrophes are used for singular possession and contractions.						
		Using consistently: capital letters, full stops, question marks, exclamation marks, commas for lists and an awareness of speech marks and apostrophes are used for singular possession and contractions.						

6	Direct speech is used within narratives (not punctuated correctly).						
	Direct speech is beginning to be punctuated correctly.						
	Direct speech is punctuated mostly correctly.						
7	Able to use some coordinating conjunctions (or, and, but)						
	Able to use most coordinating conjunctions (for, and, nor, but, or, yet, so)						
	Coordinating conjunctions are used accurately to link main clauses.						
8	Able to use some subordinating conjunctions.						
	Use a range of sentences with more than one clause using a wider range of subordinating conjunctions.						
	Writing demonstrates a mix of sentence structures including clauses which say 'when, where and how' to link information.						
9	Use expanded noun phrases to describe and specify.						
	Use expanded noun phrases including a developing vocabulary.						
	Uses expanded noun phrases including a rich and varied vocabulary.						
10	Use adverbs effectively.						
	Use adverbs and prepositions mostly effectively.						
	Use adverbs and prepositions effectively.						
11	Able to use past and present tense mostly correctly.						
	Past and present progressive tense is accurate. Beginning to use the present perfect tense.						
	Use the present perfect to write about events in the past that are relevant now.						
12	N/A for Advent						
	Starting to show paragraphs in their work.						

13	Ideas are beginning to be grouped into paragraphs (linked to subheadings in non-fiction) in most pieces of writing.						
	Able to write simple, coherent narratives about personal experiences (real or fiction)						
	In narrative, settings, characters and plots are created with support.						
14	In narrative, settings, characters and plots are created independently						
	With guidance (e.g. success criteria) the writer includes appropriate features for purpose						
	The features chosen in writing are generally appropriate for the purpose						
	Features included are appropriate for the purpose						

	Target						
Working at greater depth	Handwriting is neat and legible. Letters are correctly formed in line with school policy. Some evidence of joins where appropriate.						
	Spellings from year 3 / 4 spelling list are spelt mostly correctly.						
	Punctuation is used with increasing accuracy to include: capital letters, full stops, question marks, exclamation marks, commas, and inverted commas to punctuate direct speech						
	Writing is well organised around a theme and paragraphs are used to order and group ideas						
	Able to write effectively and coherently for different purposes and audiences, drawing on their reading to inform the vocabulary and grammar of their writing						

To be GDS at the end of Advent term a child needs to meet the EXS criteria for the end of the year.

To be GDS at the end of Lent term a child needs to meet the EXS criteria for the end of the year and at least 2 aspects of GDS.