

| Target | | Evidence | | | | | |
|---------------------------------------|--|---|--|--|--|--|--|
| | | | | | | | |
| Working towards the expected standard | 1 | Some legible joined handwriting. | | | | | |
| | | Handwriting is becoming easier to read as letters are mostly formed correctly. | | | | | |
| | | Handwriting is more consistently sized and even and diagonal and horizontal strokes that are needed to join letters are used; there is an understanding of which letters for not join when adjacent. * | | | | | |
| | 2 | Spelling most common exception words (Year 1 and 2 list), accurately. | | | | | |
| | | Spelling some words correctly from year 3 and 4 appendix 1 – statutory word list | | | | | |
| | | Use of the correct homophone in their writing mostly correctly (the most common) – their/there/they're, to/two/too. | | | | | |
| | 3 | Is able to mostly use correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction, apostrophes to mark singular possession in nouns. (ALL TERMS) | | | | | |
| | | | | | | | |
| | | | | | | | |
| | 4 | Some use of subordinating conjunctions to express time. | | | | | |
| | | Some use of subordinating conjunctions to express time and cause. | | | | | |
| | | Use of subordinating conjunctions to express time and cause (mostly accurately). | | | | | |
| | 5 | Can use adjectives to make expanded noun phrases using a rich and varied vocabulary | | | | | |
| | | Appropriate choice of more than one adjective using a rich and varied vocabulary | | | | | |
| | | Uses expanded noun phrases to describe and specify using rich and varied vocabulary | | | | | |
| 6 | Uses adverbs mostly effectively. | | | | | | |
| | Beginning to use adverbs to express time, place and cause. | | | | | | |

| | | | | | | | |
|----|--|--|--|--|--|--|--|
| | Some use of adverbs to express time, place and cause. | | | | | | |
| 7 | Some use of simple fronted adverbials (e.g. for time/place). | | | | | | |
| | Sometimes uses a comma after a fronted adverbial. | | | | | | |
| | Some use of fronted adverbials to express time, place and cause. | | | | | | |
| 8 | Uses prepositions mostly effectively. | | | | | | |
| | Beginning to use prepositions to express time, place and cause. | | | | | | |
| | Some use of prepositions to express time, place and cause | | | | | | |
| 9 | Is able to use the present and past progressive form mostly correctly and beginning to use the present perfect tense. | | | | | | |
| | Some use of the present perfect form of verbs instead of simple past. | | | | | | |
| | Use the present perfect to write about events in the past that are relevant now. | | | | | | |
| 10 | The text type is beginning to be identifiable. | | | | | | |
| | The text type is clear and shows regard for the intended purpose and audience. | | | | | | |
| | The features chosen in writing are mostly appropriate for the text type with regard for the purpose and audience. | | | | | | |
| 11 | Is able to show some use of paragraphs to organise ideas around a theme | | | | | | |
| | Ideas are mostly presented in a logical order, showing some awareness of paragraphs. | | | | | | |
| | Ideas are mostly presented in a logical order, showing increasing awareness and use of paragraphs. | | | | | | |
| 12 | In narrative, setting, characters and plot are created with some support. | | | | | | |
| | Narratives are beginning to include some simple description of characters and settings. | | | | | | |
| | In narrative, settings and characters are created (using a range of appropriate vocabulary to fit the purpose of the writing). | | | | | | |

| | | | | | | | |
|----|--|--|--|--|--|--|--|
| 13 | Some use of headings and sub-headings to organise non-narrative texts. | | | | | | |
| | Headings and sub-headings are sometimes used to organise non-narrative texts. | | | | | | |
| | The structural features chosen in writing are generally appropriate to the task. | | | | | | |

| | | Target | Evidence | | | | | |
|----------------------------------|---|---|----------|--|--|--|--|--|
| | | | | | | | | |
| Working at the expected standard | 1 | Handwriting is becoming easier to read as letters are formed correctly. Handwriting is more consistently sized and even. * <i>**Handwriting to be in line with individual school's handwriting policy.</i> | | | | | | |
| | 2 | Year 4 prefixes and suffixes are sometimes used and may be spelt correctly. | | | | | | |
| | | Year 4 prefixes and suffixes are sometimes spelt correctly. | | | | | | |
| | | Year 4 prefixes and suffixes are mostly spelt correctly* | | | | | | |
| | 3 | Homophones are sometimes used and may be spelt correctly * | | | | | | |
| | | Homophones are sometimes spelt correctly * | | | | | | |
| | | Homophones are mostly spelt correctly * | | | | | | |
| | 4 | Tricky words for Year 3/4 are sometimes used and may be spelt correctly* | | | | | | |
| | | Tricky words for Year 3/4 are sometimes spelt correctly* | | | | | | |
| | | Tricky words for Year 3/4 are mostly spelt correctly* | | | | | | |
| | 5 | Evidence of subordinating conjunctions to express when, where and how, including at the beginning of sentences. | | | | | | |
| | | Some use of subordinating conjunctions to express time and cause (mostly accurately). | | | | | | |
| | | Wider range of sentences with more than one clause using a wider range of conjunctions, including when, if, because and although. | | | | | | |
| | 6 | Use conjunctions, adverbs and prepositions to say 'when, where and how' to develop the use of adverbials. | | | | | | |
| | | Move some subordinate clauses to the beginning of sentences to form fronted adverbials. | | | | | | |
| | | Move some adverbial phrases (saying when, where and how) to the beginning of sentences to link | | | | | | |

| | | | | | | | |
|----|--|--|--|--|--|--|--|
| | them together within paragraphs (fronted adverbials). | | | | | | |
| 7 | Joining clauses using coordinating conjunctions (e.g. for, and, nor, but, or, yet, so). | | | | | | |
| | Begin to use coordinating and subordinating conjunctions to build cohesion between paragraphs. | | | | | | |
| | Conjunctions are used for cohesion (coordinating and subordinating) | | | | | | |
| 8 | Evidence of some use of simple pronouns to replace a person's name to avoid repetition. | | | | | | |
| | Nouns and pronouns are chosen to avoid repetition. | | | | | | |
| | Nouns and pronouns are chosen to be clear, for cohesion and to avoid repetition | | | | | | |
| 9 | Can use two adjectives within a sentence to describe a noun. | | | | | | |
| | Appropriate choice of adjectives, nouns and prepositional phrases to create expanded noun phrases. | | | | | | |
| | Expanded noun phrases are created by adding adjectives, nouns and prepositional phrases (correctly punctuated with a comma). | | | | | | |
| 10 | An increasingly varied and rich vocabulary is starting to develop. | | | | | | |
| | Beginning to build a rich and varied vocabulary across text types. | | | | | | |
| | Rich and varied vocabulary is used across text types and able to begin to improve word choice through editing. | | | | | | |
| 11 | Evidence of adverbials to express time and cause. | | | | | | |
| | Some use of adverbials to express time and cause (mostly accurately). | | | | | | |
| | Adverbials are used to show time and cause | | | | | | |
| 12 | Evidence of prepositions to express time and cause. | | | | | | |
| | Some use of prepositions to express time and cause (mostly accurately). | | | | | | |
| | Prepositions are used to show time and cause (ie since, before, after) | | | | | | |
| 13 | Apostrophes for contraction and possession are sometimes used. | | | | | | |
| | Apostrophes for contraction and possession are sometimes used accurately | | | | | | |

| | | | | | | | |
|----|---|--|--|--|--|--|--|
| | Apostrophes for contraction and possession are used mostly correctly, including with irregular plurals. | | | | | | |
| 14 | Sentences are punctuated mostly correctly with capital letters, full stops, exclamation marks and question marks. | | | | | | |
| | Sentences are punctuated mostly correctly with capital letters, full stops, exclamation marks and question marks. | | | | | | |
| | Sentences are correctly punctuated with capital letters, full stops, exclamation marks and question marks. | | | | | | |
| 15 | Commas in lists are used correctly and commas are beginning to be used for fronted adverbials. | | | | | | |
| | Commas are accurately used after fronted adverbials, most of the time. | | | | | | |
| | Commas are accurately used after fronted adverbials. | | | | | | |
| 16 | Some evidence of inverted commas used to punctuate speech. | | | | | | |
| | Inverted commas are sometimes used with a comma after the reporting clause in speech. | | | | | | |
| | Inverted commas are mostly used correctly, with a comma after the reporting clause in speech . | | | | | | |
| 17 | Consistent use of the past and present tense in writing. | | | | | | |
| | Usually use Standard English forms of verbs (and can edit where these are inaccurate). | | | | | | |
| | Standard English forms of verbs (ie 'we were', not 'we was') | | | | | | |
| 18 | The present perfect form of verbs is used in contrast to the simple past tense. | | | | | | |
| | Use the present perfect to write about events in the past that are relevant now. | | | | | | |
| | The present perfect form of verbs is used in contrast to the simple past tense and an attempt is made to try and use other varied tense and verb forms. | | | | | | |
| 19 | Ideas are mostly presented in a logical order, showing some awareness of paragraphs. | | | | | | |
| | Ideas are mostly presented in a logical order, showing increasing awareness and use of paragraphs. | | | | | | |
| | Paragraphs are used, with ideas organised around a theme and cohesion used within paragraphs. | | | | | | |

| | | | | | | | |
|----|--|--|--|--|--|--|--|
| 20 | Writing has an appropriate opening and closing. | | | | | | |
| | Writing has an appropriate opening and closing. | | | | | | |
| | Introductions and/or closing paragraphs are used | | | | | | |
| 21 | In narrative, settings are beginning to be described (including what is seen, heard, felt etc.) | | | | | | |
| | In narrative, settings are created (using a range of appropriate vocabulary to fit the purpose of the writing). | | | | | | |
| | In narrative, settings are further developed to include a range of senses and weather (using a range of appropriate vocabulary to fit the purpose of the writing). | | | | | | |
| 22 | In narrative, characters are created using simple descriptive devices (e.g. noun phrases and description of appearance alone). | | | | | | |
| | In narrative, characters are created (using a range of appropriate vocabulary to fit the purpose of the writing). | | | | | | |
| | In narrative, characters are created using a range of descriptive devices (including their personality and character, though this may be implied). | | | | | | |
| 23 | Simple plots are created from a given start point. | | | | | | |
| | Stories are beginning to include a build-up, dilemma and resolution. | | | | | | |
| | In narrative, plots are created with a cohesive beginning, middle and end. | | | | | | |
| 24 | Headings and sub-headings are used to organise non-narrative texts. | | | | | | |
| | The structural features chosen in writing are generally appropriate to the task. | | | | | | |
| | Structural choices in writing ensure the purpose of the writing is clear. | | | | | | |

Working at Greater Depth Standard

| | | Target | | | | | |
|--------------------------|---|--------|--|--|--|--|--|
| | | | | | | | |
| Working at greater depth | Most of the tricky words for Year 3 and 4 are spelt correctly. | | | | | | |
| | Formal vocabulary and structures are used in writing, including when the writer is expressing their own opinion. | | | | | | |
| | Expanded noun phrases are used to convey information concisely with only appropriately selected vocabulary. | | | | | | |
| | Sentence structure is varied through the use of a range of openers including fronted adverbials and some use of inverted commas for speech. | | | | | | |
| | A range of tenses are used mostly accurately. | | | | | | |
| | Paragraphs are used consistently are sometimes extended, usually around a topic, main event or idea. | | | | | | |
| | Able to identify audience and purpose for each piece of writing due to concise use of appropriate features. | | | | | | |
| | Using the full range of punctuation; full stops, capital letters, question marks, exclamation marks and commas in a lists, accurately. | | | | | | |
| | Rich, ambitious and varied vocabulary is used across text types. | | | | | | |

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.