

		Target	Evidence					
Working towards the expected standard	1	Handwriting is legible, fluent with letters joined appropriately						
		Handwriting is legible, fluent with letters joined appropriately						
		Handwriting is legible, fluent, with letters joined appropriately and performed with increasing speed,						
		Shows an awareness of different purposes and audiences.						
		Write for a range of purposes and audiences.						
		Write for a range of purposes and audiences, beginning to show an awareness of the reader.						
	2	Uses paragraphs to organise ideas around a theme						
		Paragraphs are used in different types of writing and organise ideas around a theme						
		Paragraphs are used in most types of writing with increasing accuracy in organisation- paragraphs are logical and clear.						
	3	In narratives, some basic character description is evident.						
		In narrative, characters are described using expanded noun phrases.						
		In narrative, characters are described by carefully selecting vocabulary to enhance meaning and create relevant expanded noun phrases.						
	4	Is beginning to group their ideas logically in non-narrative texts.						
		Is beginning to use relevant headings and sub-headings to organise non-narrative texts.						
		Using relevant headings and sub-headings to organise non-narrative texts.						
	5	Using expanded noun phrases for description.						
		Expanded noun phrases are created by adding adjectives, nouns and prepositional						

	phrases (correctly punctuated with a comma).						
	Using expanded noun phrases to convey some information.						
6	Evidence of some dialogue in narratives.						
	Evidence of some dialogue in narratives.						
	Evidence of dialogue in narratives with some use of inverted commas that shows an awareness of when a character is speaking.						
7	Is beginning to attempt to select vocabulary that fits the purpose of their writing.						
	Sometimes selects vocabulary that fits the purpose of their writing.						
	Sometimes selects vocabulary that fits the purpose of their writing and is mostly used correctly.						
8	Shows an awareness of standard verb forms in their writing.						
	Is beginning to use standard verb forms with increasing accuracy.						
	Standard verb forms are used mostly correctly. Eg <i>We were</i> not <i>we was</i> .						
9	Is starting to use modal verbs with support.						
	Is able to use modal verbs with support - some inconsistency of use.						
	Some use of modal verbs to indicate degrees of possibility						
10	Adverbs express time and place within writing.						
	Adverbs express time and place, and some begin to indicate degrees of possibility.						
	Some use of adverbs appropriately to indicate degrees of possibility e.g. perhaps, obviously, certainly, possibly						
11	A variety of conjunctions (including subordinating), conjunctions used such as; when, if, because, although						
	Beginning to use a range of subordinating conjunctions, adverbs and prepositions within and across						

		sentences							
		Use a range of subordinating conjunctions, adverbs and prepositions within and across sentences							
12		Is beginning to add in extra detail to sentences.							
		Often attempts adds in relevant extra details to sentences.							
		Evidence of understanding of appropriate relative clauses (eg that for an object, who for a person)							
13		Sentences are mostly correctly punctuated with capital letters, full stops, exclamation marks and question marks .							
		Is able to mostly use correctly: capital letters, full stops, question marks, exclamation marks. Is starting to use commas for lists and apostrophes for contraction.							
		Is able to mostly use correctly: capital letters, full stops, question marks, exclamation marks. Is starting to use commas for lists and apostrophes for contraction.							
14		Is beginning to spell some words correctly from year 3 and 4 appendix 1 – statutory word list.							
		Spelling some words correctly from year 3 and 4 appendix 1 – statutory word list.							
		Spelling most words correctly from year 3 and 4 appendix 1 – statutory word list.							
15		Is beginning to attempt to use apostrophes to mark plural possession and commas for fronted adverbials.							
		Apostrophes to mark plural possession and commas for fronted adverbials are sometimes accurate.							
		Apostrophes to mark plural possession and commas for fronted adverbials are mostly accurate.							

The use of scaffolding eg word banks and structure prompts may still be relied upon when meeting WTS standards.

		Target	Evidence					
Working at the expected standard	1	Handwriting is legible, fluent with letters joined appropriately						
		Handwriting is legible, fluent with letters joined appropriately						
		Handwriting is legible, fluent, with letters joined appropriately and performed with increasing speed,						
		Some words with Year 5 / 6 prefixes and suffixes spelt correctly						
		Some words with Year 5/6 prefixes and suffixes spelt correctly						
		Most words with Year 5/6 prefixes and suffixes spelt correctly.						
	2	Some evidence of homophones being used and spelt correctly						
		Some evidence of homophones being used and spelt correctly						
		A wider range of homophones are used and spelt correctly.						
	3	Some of the tricky words for Year 5/6 are spelt correctly						
		Some of the tricky words for Year 5/6 are spelt correctly						
		Most of the tricky words for Year 5/6 are spelt correctly.						
	4	Formal vocabulary and structures are beginning to be used in writing.						
		Formal vocabulary and structures are used in writing with increasing accuracy.						
		Formal vocabulary and structures are used in writing, including when the writer is expressing their own opinion.						
	5	Expanded noun phrases are to convey information concisely.						
		Expanded noun phrases are to convey information concisely.						
		Expanded noun phrases are used to convey information concisely with only appropriately selected						

	vocabulary.						
6	Pupil is aware of modal verbs and can give examples and use adverbs to show degrees of possibility.						
	Pupil is aware of modal verbs and can give examples and use adverbs to show degrees of possibility.						
	Modal verbs or adverbs are used to show degrees of possibility or shades of meaning (ie should, could, might)						
7	Pupil is aware of the need to vary sentence structure and pupils are beginning to explore this in their writing.						
	Some evidence of sentence structure being varied through the use of a range of openers including fronted adverbials and speech.						
	Sentence structure is varied through the use of a range of openers including fronted adverbials and speech						
8	Subject-verb agreement is mostly accurate when using both singular and plural (eg she is, they are)						
	Subject-verb agreement is mostly accurate when using both singular and plural (eg she is, they are)						
	Subject-verb agreement is accurate when using both singular and plural.						
9	Evidence of understanding of appropriate relative clauses (eg that for an object, who for a person)						
	Relative clauses are used, beginning with who, which, where, whose.						
	Relative clauses are used consistently and accurately including who, which, where, whose.						
10	Commas are beginning to be used to separate clauses accurately.						
	Commas are more consistently used to separate clauses and clarify meaning accurately.						
	Commas are used to separate clauses, to clarify meaning and avoid ambiguity accurately.						
11	Some evidence of a range of tenses being used (eg past, present, perfect etc..)						
	Evidence of a range of tenses being used with increasing accuracy.						

	A range of tenses are used mostly accurately.						
12	Embedded clauses are used mostly correctly to insert detail.						
	Embedded clauses are used mostly correctly to insert detail with increasing independence and a range punctuation (brackets, commas, dashes)						
	Embedded clauses are used correctly to insert detail and are accurately punctuated with commas, brackets or dashes as necessary in independent writing.						
13	Devices to link within paragraphs, including: pronoun links, adverbials, conjunctions and accurate choice of tense are beginning to be used.						
	A range of devices are used to link ideas within paragraphs, including: pronoun links, adverbials, conjunctions and accurate choice of tense.						
	A wide range of devices are used to link ideas within paragraphs, including: pronoun links, adverbials, conjunctions and accurate choice of tense.						
14	Paragraphs are used in different types of writing.						
	Paragraphs are used in most types of writing with increasing accuracy in organisation- paragraphs are logical and clear (ie chronological or by related points).						
	Paragraphs are used consistently are sometimes extended, usually around a topic, main event or idea.						
15	Writing has an appropriate opening and closing (Y5 non-negotiable).						
	Writing has an appropriate opening and closing (Y5 non-negotiable).						
	Writing has an appropriate opening and closing (Y5 non-negotiable).						
16	There is some awareness of the audience and purposes for each piece of writing.						
	There is some awareness of the audience and purposes for each piece of writing.						
	Able to identify audience and purpose for each piece of writing.						

17	Main features of different text types are recognised and beginning to be used appropriately.						
	Main features of different text types are recognised and beginning to be used appropriately.						
	Main features of different text types are used appropriately, and text types are beginning to be combined.						
18	Awareness of different viewpoints of writing and is developing and explored in writing.						
	Viewpoint of writing is developing in clarity.						
	Viewpoint of writing is established and generally maintained.						
19	In narrative, settings and characters are described by beginning to use expanded noun phrases.						
	In narrative, settings and characters are described by using expanded noun phrases and modifiers e.g. adjectives and prepositional phrases.						
	In narrative, settings and characters are described by selecting vocabulary to enhance meaning including the use of relative clauses to add detail.						
20	Using the full range of punctuation taught at key stage 1 (full stops, capital letters, question marks, exclamation marks and commas in a list are non-negotiables by end of Year 5).						
21	Apostrophes to mark plural possession, commas for fronted adverbials (if appropriate) are sometimes used.						
	Apostrophes to mark plural possession, commas for fronted adverbials (if appropriate) are used with increasing accuracy.						
	Apostrophes to mark plural possession, commas for fronted adverbials (if appropriate) are used consistently and mostly accurately.						
22	Inverted commas to punctuate direct speech are sometimes used.						
	Inverted commas to punctuate direct speech are used with increasing accuracy.						
	Inverted commas to punctuate direct speech are used consistently with correct punctuation used before, within or after as appropriate for the reporting clause.						

23	Commas for clarity and punctuation for parenthesis (brackets/dashes/commas) are sometimes used.						
	Commas for clarity and punctuation for parenthesis (brackets/dashes/commas) are used with increasing accuracy.						
	Commas for clarity and punctuation for parenthesis (brackets/dashes/commas) are used consistently and mostly accurately.						

	Target	Evidence					
Working at greater depth	Able to write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader.						
	Able to use the range of punctuation taught at key stage 2, for effect. This is used consistently.						
	Able to use a range of devices within and across paragraphs with increasing consistency						
	Verb tenses used mainly consistently and correctly throughout writing.						
	A range of punctuation used within and at the end of sentences, accurately; capital letters, full stops, commas, speech marks, question marks, exclamation marks, some use of colons and semi colons.						
	Able to spell most of Year 5 / 6 spelling lists.						
	Able to maintain legibility in joined handwriting when writing at speed.						

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.