

		Target	Evidence					
Working towards the expected standard	1	Able to show evidence of writing for a range of purposes and audiences.						
		A wider range of evidence showing they are able to write for a range of purposes and audiences.						
		Able to write for a range of purposes and audiences.						
	2	Some evidence of paragraphs						
		Mainly uses paragraphs in different types of writing.						
		Able to use paragraphs to organise ideas.						
	3	Is able to describe a setting and includes appropriate vocabulary choices to create atmosphere in writing.						
		Is able to describe a setting and includes appropriate vocabulary choices to create atmosphere in writing.						
		Is able to describe settings and atmosphere within pieces of writing.						
	4	In narratives, describes characters using carefully chosen descriptive language.						
		In narratives, describes characters using carefully chosen descriptive language.						
		In narratives, describes characters						
	5	In at least one piece of writing, have included simple devices to support structure in non narrative piece.						
		Use devices to support structures across different pieces of non narrative writing.						
		In non-narrative writing, able to use simple devices to structure the writing and support the reader (e.g. headings, sub-heading, bullet-points).						

6	Able to spell correctly most words from the year 3 / year 4 spelling list correctly.						
	Able to spell correctly most words from the year 3 / year 4 spelling list and some words from the year 5 / year 6 spelling list						
	Able to spell correctly most words from the year 3 / year 4 spelling list and some words from the year 5 / year 6 spelling list						
7	Some evidence of legible handwriting in some pieces of writing						
	Handwriting is legible						
	Handwriting is legible						

Working at the expected standard		Target						
	1	Has shown they can write for a range of audiences and purposes across a range of writing, independently.						
		A wider range of evidence, including use of first person across a range of pieces to include fiction and non fiction writing, which is independant.						
		Able to write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)						
	2	There may not be evidence for this during the Advent term in independent writing.						
		Dialogue is integrated in at least one piece with correct punctuation.						
		Integrates dialogue in narratives to convey character and advance the action						
	3	Some evidence that the child is able to meet the TAF. Some lack of control throughout writing.						
		Wider range of evidence child is meeting TAF. Some evidence of using dialogue effectively.						
		Able to 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						
	4	Able to use some range of devices within paragraphs. This is not always used consistently.						
		Able to use a range of devices within and across paragraphs						
		Able to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs						
	5	Shows some understanding of the use of a range of tenses. This is not always controlled – some shift						

	between past and future.						
	Verb tenses used mainly consistently and correctly throughout writing – there may be the odd error in writing.						
	Able to use verb tenses consistently and correctly throughout the writing						
6	A range of punctuation used within and at the end of sentences, accurately; capital letters, full stops, commas, speech marks, question marks, exclamation marks.						
	Able to use range of punctuation as above. Also including colons, semi colons.						
	Able to use the range of punctuation taught at key stage 2, for effect. This is used consistently (e.g. inverted commas and other punctuation to indicate direct speech)						
7	Able to spell words from Year 3 / 4 spelling list plus some secure spelling of Year 5 /6 words.						
	Able to spell most of Year 5 / 6 spelling lists.						
	Able to 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						
8	Writing shows handwriting is mainly joined effectively, although there may be some inconsistencies.						
	Writing is legible with majority of handwriting is joined. This is completed when writing at speed.						
	Able to maintain legibility in joined handwriting when writing at speed.						

Working at greater depth		Target						
	1	Able to 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)						
	2	Able to distinguish between the language of speech and writing and choose the appropriate register						
	3	Able to exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this						
	4	Able to 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.						

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.