

Child's Name: \_\_\_\_\_

Tick each objective only if pupil is 'secure'. Consult accompanying guidance when making overall judgements (WTSS, EXSE, GDSD etc.) at each assessment point.				
Working towards <b>Expected</b> <i>Greater Depth</i>	Assessment Point			
	Baseline (July)	1	2	3
Write short, coherent narratives (real or fictional) about personal experiences and those of others.				
<b>Write for real purposes and audiences, making some appropriate choices about form.</b>				
<i>Write using a rich and varied vocabulary appropriate to purpose and form.</i>				
<b>In narrative create settings, characters and plot.</b>				
<b>Begin to organise paragraphs around a theme, e.g. use of topic sentence in non-narrative.</b>				
<b>Mimic a range of poetic styles including haiku, tanka and kennings.</b>				
Make consistent and correct use of basic coordinating and subordinating conjunctions to join clauses.				
<b>Begin to write a range of sentences with more than one clause by using a range of conjunctions (<i>when, before, after, while, so because, although</i>).</b>				
<b>Begin to use fronted adverbials to vary sentences.</b>				
<i>Express time, place and cause using:</i> <ul style="list-style-type: none"> <li><i>conjunctions (when, before, after, while, so, because etc.)</i></li> <li><i>adverbs (then, next, soon, therefore, finally)</i></li> <li><i>Prepositions (before, after during, in, because of)</i></li> </ul>				
Commas used correctly in lists.				
Demarcate most simple and compound sentences correctly with capital letters, full stops, question marks and exclamations.				
In non-narrative, use a range of organisational devices e.g. sub headings.				
<b>Commas used correctly in lists and sometimes correctly to mark boundaries within sentences (e.g. following a fronted adverbial).</b>				
<b>Sentences demarcated mainly correctly using capital letters, full stops, question marks and exclamation.</b>				
<b>Show increasing understanding of possessive apostrophe, using it consistently correctly in singular possession.</b>				
<i>Use possessive apostrophe mostly correctly, including in words with regular plurals.</i>				
<i>Begin to develop accuracy in the use of inverted commas and other punctuation to indicate direct speech.</i>				
Spell common words mainly correctly, including exception words.				
<b>Spell correctly some words ending –sion, -tion, -cian, -ssion, -sure, -ture .</b>				
<b>Spell homophones mostly correctly – see NC for examples.</b>				
<b>Spell many words from Y3/4 list correctly.</b>				
<i>Spell many unknown words correctly using phonic knowledge, knowledge of prefixes and suffixes and etymology (Word list gives examples) e.g. un, dis, mis, re, sub, super, auto, ly, ous, less, ly, tele.</i>				
<b>Begin to use the horizontal and diagonal strokes needed to join letters.</b>				
<b>Continue to improve the legibility and quality of handwriting.</b>				
<b>Judgement made at each assessment point (e.g. EXSE, EXSD etc.)</b>				