

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 Expected <i>Greater Depth</i>	Assessment Point			
	Baseline (July)	1	2	3
Organise paragraphs around a theme.				
Write effectively and coherently for real purposes and audiences, making some appropriate choices about form.				
Write using an increasingly rich and varied vocabulary appropriate to purpose and form.				
Compare and contrast a range of poetic styles, mimicking them with own ideas.				
Use fronted adverbials to vary sentences (e.g. 'Later that day', 'On the distant horizon', 'Trembling slightly').				
<i>Use a range of verb forms consistently and correctly to develop shades of meaning e.g. simple past/present, progressive and perfect forms.</i>				
<i>In narrative, create settings, characters and plot, developing mood and atmosphere.</i>				
Commas used correctly in lists and increasingly correctly to mark boundaries within sentences.				
Correctly demarcate most sentences using capital letters, full stops, question marks, exclamation, commas in lists and to separate clauses.				
Develop increasing accuracy in the use of inverted commas and other punctuation to indicate direct speech.				
Use possessive apostrophe correctly, including in words with irregular plurals.				
Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so, because, although).				
<i>Begin to experiment with punctuation for parenthesis.</i>				
<i>In non-narrative, skilfully deploy a range of organisational devices e.g. sub headings, captions, introductory paragraphs.</i>				
Spell common words correctly, including exception words.				
Spell correctly most words ending –sion, -tion, -cian, -ssion, -sure, -ture				
Spell homophones mostly correctly – see NC for examples				
Spell words from Y3/4 list mostly correctly				
<i>Spell most 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 etc.</i>				
Begin to use the horizontal and diagonal strokes that are needed to join letters and understand which letters are best left un-joined.				
Continue to improve the legibility, consistency and quality of joined handwriting.				
Judgement made at each assessment point (e.g. EXSE, EXSD etc).				