

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
Write in a variety of genres and forms, taking into account appropriate audience and purpose.				
In narratives, describe settings, characters and atmosphere.				
Integrate dialogue in narratives to convey character and advance action.				
Use an increasing range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms).				
Use adverbials to add detail and qualification.				
<i>Use a wide range of devices to build cohesion within and across paragraphs.</i>				
<i>Use pre and post modification of nouns, including relative clauses, to convey complicated information concisely.</i>				
Use correct subject/verb agreement when using singular and plural.				
Use verb tenses consistently and correctly throughout their writing.				
Apply punctuation from KS1 and Y3/4 accurately e.g. use commas in lists and after fronted adverbials.				
Use a wide range of clause structures, sometimes varying their position in a sentence.				
Select a range of verb forms appropriately (past/present; simple/progressive/perfect).				
Use modal verbs to suggest degrees of possibility.				
Demonstrate understanding of and increasing control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.				
Use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech, commas to clarify and punctuation for parenthesis).				
<i>Begin to use the passive voice to affect the presentation of information in a sentence.</i>				
<i>In some writing, use punctuation increasingly effectively to enhance meaning and avoid ambiguity (e.g. semi-colons, dashes, colons, hyphens).</i>				
Spell most words from the Y3/4 list correctly, plus some from the Y5/6 list.				
Spell correctly many words from the Y5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.				
Show awareness through spelling between homophones and other words which are often confused.				
<i>Spell accurately in general, applying knowledge of both the Y5/6 spelling curriculum and etymology/morphology (see English Appendix 1) with increasing accuracy.</i>				
Write legibly				
Develop legibility in joined handwriting when writing at speed.				
Judgement made at each assessment point (e.g. EXSE, EXSD etc.)				