



Working Below	Working Towards	Developing	Secure	Depth & Mastery
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Greater Depth statements are highlighted in purple

Working at the expected standard				
Transcription: Spelling	1	Use further prefixes and suffixes and understand how to add them (English Appendix 1)		
	2	Spell correctly a range of homophones		
	3	Spell words that are often misspelt		
	4	Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals		
	5	Use the first 2 or 3 letters of a word to check its spelling in a dictionary		
	6	Write from memory simple sentences, dictated by the teacher		
	7	Can spell most words correctly from the Y3/4 Spelling list		
Transcription: Handwriting	8	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined		
	9	Increase the legibility, consistency and quality of their handwriting		
Composition: Structure	10	Plan writing by discussing writing similar to that which they are planning to write		
	11	Plan writing by discussing and recording ideas		
	12	Draft and write by composing and rehearsing sentences orally		
	13	Organise paragraphs around a theme		
	14	In narratives, creating settings, characters and plot		
	15	In non-narrative material, using simple organisational devices (headings, sub-headings and paragraphs)		
	16	Recognise and use Standard English forms for verb inflections instead of local spoken forms (we were not we was, or I did not I done)		
	17	Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear		
	18	Assess the effectiveness of their own and others' writing and can suggest improvements		
Composition: Punctuation & Grammar	19	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although		
	20	Use the present perfect form of verbs in contrast to the past tense		
	21	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition		
	22	Use conjunctions, adverbs and prepositions to express time and cause		
	23	Use fronted adverbials		
	24	Use commas after fronted adverbials		
	25	Indicate possession by using the possessive apostrophe with singular and plural nouns		
	26	Use and punctuating direct speech		
	27	Use noun phrases expanded by adding modifying adjectives, nouns and preposition phrases		
	28	Understand the phrases determiner and know when and where to use them in writing		
	29	Commas used effectively to mark boundary between clauses		
	30	Write effectively and coherently for different purposes drawing on their reading to inform the grammar of their writing		
Composition: Vocabulary	31	Progressively build a varied and rich vocabulary		
	32	Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary of their writing		
	33	Makes conscious vocabulary choices to have a particular effect on the reader		

Procedures & Expectations:

Writing should be assessed over the course of a term using writing in Big Write, English and Cross-Curricular books/files. Teachers should assess the standard of writing for each child on a termly basis (& at the end of the school year) as to whether they are **on track** for (given the curriculum coverage at that point):

Working Below: Not accessing curriculum year group KPIs.	Working Towards: Evidence of some KPIs in writing. Inconsistent.	Developing: Evidence of all KPIs across range of writing.	Secure: Evidence of applying all KPIs across range of writing	Depth & Mastery: Also evidence of all GD KPIs across range of writing
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