

Working Towards the Expected Standard: Pupil(s) are beginning to meet the following aims with support:				
★	To rehearse orally their ideas for writing and record their ideas using a modelled planning format.			
	To demonstrate some understanding of purpose and audience (although this may not be sustained).			
	To use the simple structure of a wider range of text types.			
	To make more ambitious word choices (often reflecting those modelled by a teacher).			
	To usually maintain the correct tense (including the progressive form).			
	Uses the full range of punctuation from previous year groups including mostly accurately:	full stops, capital letters, question and exclamation marks.		
		commas within lists.		
		apostrophes to show possession and to form contractions.		
	To begin to add inverted commas to mark direct speech (may not be consistent).			
	To use a range of sentences using co-ordinating and simple conjunctions (including some subordination).			
	To apply all spelling rules from the KS1 guidance within the English Appendix 1.			
	To begin to use neat, joined handwriting.			
	To proof-read their work to check for errors and make simple improvements with guidance.			
Working At the Expected Standard: Pupil(s) are beginning to independently apply their knowledge:				
★ ★	To begin to use ideas from own reading and modelled examples to plan their writing.			
	To demonstrate an increasing understanding of purpose and audience adapting the chosen form.			
	To begin to use the structure of a wider range of text types so that it is clear including the use of simple layout devices in non-fiction (heading, subheadings etc).			
	To make interesting and ambitious word choices to add detail including: verbs and adverbs for effect, expanded noun phrases.			
	To experiment with simple literary effects such as simile, alliteration and personification (maybe clichéd/over simple).			
	To begin to create settings, characters and plot in narratives.			
	To begin to select a range of sentence starters.			
	To begin to organise their writing into paragraphs around a theme and to make links between them.			
	To maintain the correct tense (including present perfect tense) throughout a piece of writing.			
	Uses the full range of punctuation from previous year groups including:	full stops, capital letters, question and exclamation marks.		
		commas within lists.		
		apostrophes to show possession and to form contractions.		
	To begin to use commas to demarcate subordinate clauses and adverbial sentence starters.			
	To use inverted commas to mark direct speech.			
	To use subordinate clauses to add relevant detail about the sentence subject.			
	To begin to use conjunctions (subordinating and co-ordinating), adverbs and prepositions to show time, place and cause e.g when, before, after, because, while, so			
	To use 'a' or 'an' correctly most of the time.			
	To spell some of the Year 3 and 4 statutory spelling words correctly.			
	To use a neat, joined handwriting style with increasing accuracy.			
	To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.			
Working at Greater Depth within the Expected Standard: Pupil(s) are confidently and independently able to apply their knowledge:				
★ ★ ★	To plan and write with a clear understanding of purpose and audience adapting to the chosen form.			
	To use the structure of a range of text types so that it is organised, imaginative and clear including the use of simple layout devices in non-fiction.			
	To make deliberate ambitious word choices with precision and understanding to add detail, effect and to engage the reader e.g. detail, opinion, humour, word choice, considered expanded noun phrases.			
	To use considered adjectives to expand nouns into noun phrases.			
	To maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement.			
	To select sentence starters which provide interest and originality to a range of writing styles and genre.			
	To confidently use the full range of punctuation from previous year groups.			
	To use punctuate direct speech including the use of inverted commas.			
	To use commas with increasing confidence to demarcate subordinate clauses (which may be embedded) and to mark adverbial/ subordinating clause starters.			
	To use subordinate clauses to add relevant detail about the sentence subject sometimes in varied positions.			
	To use a range of conjunctions, adverbs and prepositions to show time, place and cause.			
	To use 'a' or 'an' correctly throughout a piece of writing.			

	To proof-read theirs and others' work to check for errors, suggesting and making improvements.			
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