		Target	Evidence		
Working towards the expected standard	1	Some legible joined handwriting.			
		Handwriting is becoming easier to read as letters are mostly formed correctly.			
		Handwriting is more consistently sized and even, diagonal and horizontal strokes needed to join letters are used; there is an understanding of which letters for not join when adjacent. *			
	2 Spelling	Spelling most common exception words (Year 1 and 2 list), accurately.			
		Spelling some words correctly from year 3 and 4 appendix 1 – statutory word list			
		Spelling most words correctly from year 3 and 4 appendix 1. The most common homophones are spelt mostly correctly – their/there/they're, to/two/too.			
	3 Punctuation	Is able to mostly use correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction, apostrophes to mark singular possession in nouns. (ALL TERMS)			
	4	Able to use some subordinating and coordinating conjunctions (or, and, but / because, when, if)			
		Uses a range of subordinating and coordinating conjunctions are used accurately. (If, since, as, when, although, while, after, before, until, because)			
		Uses a range of subordinating and coordinating conjunctions accurately with some evidence of using these at the beginning of sentences. (If, since, as, when, although, while, after, before, until, because)			
	5	Can use adjectives to make expanded noun phrases using a rich and varied vocabulary			
		Appropriate choice of more than one adjective using a rich and varied vocabulary			
		Uses expanded noun phrases to describe and specify using rich and varied vocabulary			
	6	Direct speech is used within narratives (not punctuated correctly).			
		Direct speech is usually punctuated correctly.			
		Direct speech is punctuated mostly correctly.			
	7	Can use the present and past progressive form mostly correctly and is beginning to use the present perfect tense.			
		Some use of the present perfect form of verbs instead of simple past.			
		Use the present perfect to write about events in the past that are relevant now.			
	10	The text type is identifiable.			
		The text type is clear and shows regard for the intended purpose and audience.			
		The features chosen in writing are mostly appropriate for the text type with regard for the purpose and audience.			
	11	Can show some use of paragraphs to organise ideas around a theme.			
		Ideas are mostly presented in a logical order, showing some awareness of paragraphs.			
		Ideas are mostly presented in a logical order, showing increasing awareness and use of			

		paragraphs.			
	12	In narrative, setting, characters and plot are created with some support.			
		Narratives are beginning to include some simple description of characters and settings.			
		In narrative, settings and characters are created (using a range of appropriate vocabulary to fit the purpose of the writing).			
	13	Some use of headings and sub-headings to organise non-narrative texts.			
		Headings and sub-headings are sometimes used to organise non-narrative texts.			
		The structural features chosen in writing are generally appropriate to the task.			

		Target	**Evidence**		
Working at the expected standard	1 Handwriting	Handwriting is becoming easier to read as letters are formed correctly. Handwriting is more consistently sized and even. * **Handwriting to be in line with individual school's handwriting policy.*			
	2 Spelling	Year 4 prefixes and suffixes are sometimes used and may be spelt correctly.			
		Year 4 prefixes and suffixes are sometimes spelt correctly.			
		Year 4 prefixes and suffixes are mostly spelt correctly			
	3 Spelling	Homophones are sometimes used and may be spelt correctly			
		Homophones are sometimes spelt correctly			
		Homophones are mostly spelt correctly			
	4 Spelling	Tricky words for Year 3/4 are sometimes used and may be spelt correctly			
		Tricky words for Year 3/4 are sometimes spelt correctly			
		Tricky words for Year 3/4 are mostly spelt correctly			
	5 Punctuation	Sentences are punctuated mostly correctly with capital letters, full stops, exclamation marks, question marks and commas in lists. Apostrophes for contraction and possession are sometimes used.			
		Sentences are punctuated mostly correctly with capital letters, full stops, exclamation marks, question marks and commas in lists. Apostrophes for contraction and possession are sometimes used accurately.			
		Sentences are correctly punctuated with capital letters, full stops, exclamation marks and question marks. Apostrophes for contraction and possession are used mostly correctly, including with irregular plurals.			
	6	A range of subordinating and coordinating conjunctions are used accurately with some evidence of using these at the beginning of sentences. (If, since, as, when, although, while, after, before, until, because)			
		Use a range coordinating and subordinating conjunctions with evidence of using these at the beginning of sentences. Some use of commas appropriately.			
		Use a wide range of coordinating and subordinating conjunctions, moving some subordinate clauses to the beginning of sentences with the use of commas appropriately.			
	7	Direct speech is punctuated mostly correctly.			
		Direct speech is used and punctuated correctly.			
		Direct speech is used correctly including use of split speech and reported clauses at the beginning.			
	8	Can use two adjectives within a sentence to describe a noun.			
		Appropriate choice of adjectives, nouns and prepositional phrases to create expanded noun phrases.			
		Expanded noun phrases are created by adding adjectives, nouns and prepositional phrases (correctly punctuated with a comma).			
	9	An increasingly varied and rich vocabulary is starting to develop.			

	Beginning to build a rich and varied vocabulary across text types.				
	Rich and varied vocabulary is used across text types and they are able to begin to improve word choice through editing.				
10	Some correct use of the simple past and present tense, and present perfect tense appropriately. There may be inconsistencies and errors.				
	Mostly use the simple past and present tense, and present perfect tense appropriately. This may be inconsistent (some errors).				
	Use the simple past and present tense, and present perfect tense appropriate to the text type.				
11	Ideas are mostly presented in a logical order, showing some awareness of paragraphs.				
	Ideas are mostly presented in a logical order, showing increasing awareness and use of paragraphs.				
	Paragraphs are used, with ideas organised around a theme and cohesion used within paragraphs.				
12	Writing has an appropriate opening and closing.				
	Writing has an appropriate opening and closing.				
	Introductions and/or closing paragraphs are used				
13	In narrative, settings and characters are created using simple descriptive devices.				
	In narrative, settings and characters are created (using a range of appropriate vocabulary to fit the purpose of the writing).				
	In narrative, settings and characters are further developed to include a range of descriptive devices.				
14	Headings and sub-headings are used to organise non-narrative texts.				
	The structural features chosen in writing are generally appropriate to the task.				
	Structural choices in writing ensure the purpose of the writing is clear.				

Working at Greater Depth Standard

	Target			
Working at greater depth	Most of the tricky words for Year 3 and 4 are spelt correctly.			
	Formal vocabulary and structures are used in writing, including when the writer is expressing their own opinion.			
	Expanded noun phrases are used to convey information concisely with only appropriately selected vocabulary.			
	Sentence structure is varied through the use of a range of openers including fronted adverbials and some use of inverted commas for speech.			
	A range of tenses are used mostly accurately.			
	Paragraphs are used consistently are sometimes extended, usually around a topic, main event or idea.			
	Able to identify audience and purpose for each piece of writing due to concise use of appropriate features.			
	Using the full range of punctuation; full stops, capital letters, question marks, exclamation marks and commas in a lists, accurately.			
	Rich, ambitious and varied vocabulary is used across text types.			

To be GDS at the end of Advent term a child needs to meet the EXS criteria for the end of the year.

To be GDS at the end of Lent term a child needs to meet the EXS criteria for the end of the year and at least 2 aspects of GDS.