| Working towards the expected standard. |  |  |  |  |  |  | Met |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Sometimes using paragraphs from shared texts <br> structures to organise ideas around a theme, includ- <br> ing organisational features in non-fiction - headings, |  |  |  |  |  |  |  |
| Co-ordinating conjunctions used correctly, and <br> sometimes using a wider range of subordinating <br> conjunctions, such as when, if, because, although |  |  |  |  |  |  |  |
| Some accurate use of speech marks for direct <br> speech |  |  |  |  |  |  |  |
| Accurate use of full stops, capitals letters, excla- <br> mation marks, question marks, commas for lists and <br> apostrophes for contracted forms and the posses- <br> sive (singular) |  |  |  |  |  |  |  |
| Some use of adverbs, conjunctions and prepositions <br> to express time and cause and add clarity and detail |  |  |  |  |  |  |  |
| Some expanded noun phrases to expand and specify <br> nouns |  |  |  |  |  |  |  |
| Some accurate use of apostrophes to show plural <br> possession |  |  |  |  |  |  |  |
| Some correct spelling of the NC Year 3 and 4 <br> words |  |  |  |  |  |  |  |


| Working at expected standard |  |  |  |  |  |  | Met |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Sometimes using paragraphs to organise ideas <br> around a theme, including organisational features in <br> non-fiction - headings, sub headings etc |  |  |  |  |  |  |  |
| Sometimes Co-ordinating conjunctions used to link <br> clauses and sometimes using a wider range of subor- <br> dinating conjunctions, such as when, if, because, alt- <br> hough |  |  |  |  |  |  |  |
| Mostly accurate use of speech marks for direct <br> speech with some use of question mark and exclama- <br> tion marks |  |  |  |  |  |  |  |
| Some use of adverbs, conjunctions and prepositions <br> to express time and cause and add clarity and detail |  |  |  |  |  |  |  |
| Some correct use of commas after fronted adverbi- <br> als. (Silently, later that day, after a while, with no <br> time to lose,,). |  |  |  |  |  |  |  |
| Some accurate use of apostrophes to show plural <br> possession |  |  |  |  |  |  |  |
| Sometimes able to accurately write in the correct <br> style/genre, including own choice of characters, plot <br> and setting |  |  |  |  |  |  |  |
| Sometimes choosing nouns or pronouns appropriately <br> for clarity and cohesion to avoid repetition |  |  |  |  |  |  |  |
| Some correct spelling of the NC Year 3 and 4 words |  |  |  |  |  |  |  |


| Working at expected standard |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Sometimes using paragraphs to organise ideas <br> around a theme, including organisational features in <br> non-fiction - headings, sub headings etc |  |  |  |  |  |  |
| Sometimes Co-ordinating conjunctions used to link <br> clauses and sometimes using a wider range of subor- <br> dinating conjunctions, such as when, if, because, alt- <br> hough |  |  |  |  |  |  |
| Mostly accurate use of speech marks for direct <br> speech with some use of question mark and exclama- <br> tion marks |  |  |  |  |  |  |


| Working at a greater depth within the ex- <br> pected standard |  |  |  |  |  |  | Met |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Mostly using paragraphs to organise ideas <br> around a theme, including organisational fea- <br> tures in non-fiction - headings, sub headings <br> etc |  |  |  |  |  |  |  |
| Conjunctions and subordinating conjunctions <br> used correctly, including a wider range such as <br> when, if, because, although |  |  |  |  |  |  |  |
| Mostly accurate punctuation of direct speech |  |  |  |  |  |  |  |
| Varied use of adverbs, conjunctions and prepo- <br> sitions to express time and cause and add clar- <br> ity and detail |  |  |  |  |  |  |  |
| Mostly correct use of commas after fronted <br> adverbials. (Silently, later that day, after a <br> while, with no time to lose,). |  |  |  |  |  |  |  |
| Mostly accurate use of apostrophes to show <br> plural possession |  |  |  |  |  |  |  |

