

Am I working at the expected standard? Have I met all the standards from the previous level? If so, can I...

Use consistent structure?

Can you write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)?

E.g. using subheadings throughout an information text.

Write with a logical plot?

Can you write narratives with a clear beginning, middle and end with a logical plot?

E.g. an adventure story in which events logically follow on from each other and make sense.

Proofread and amend work?

Can you confidently proofread and amend yours and others' writing?

E.g. adding in pronouns to avoid repetition or recognising where verbs and subjects do not agree.

Create more detailed narratives?

Can you create more detailed settings, characters and plots in narratives to engage the reader?

E.g. creating suspense within a narrative that leaves the reader wanting to know more.

Organise using paragraphs?

Can you consistently organise your writing into paragraphs around a theme?

E.g. grouping ideas according to a subject in a non-fiction report and ensuring only one topic is discussed in each.

Maintain accurate tense?

Can you maintain accurate tense throughout a piece of writing?

E.g. The dogs have barked all night and I've barely slept.

Use Standard English?

Can you use Standard English verb inflections accurately?

E.g. 'I did all of my homework last night' rather than 'I done all of my homework last night.'

Use the full range of punctuation?

Can you use the full range of punctuation from previous year groups, including:

Full stops, e.g. Zoe took a photograph.
Capital letters, e.g. Mr Patel was walking his dog, Jett.
Question marks, e.g. What is wrong with me?
Exclamation marks, e.g. How silly that girl was!
Commas within lists, e.g. Frogs are green, slimy and cold.
Apostrophes to show possession, e.g. The girl's boat slammed into the rocks.
Apostrophes to show contracted forms, e.g. You can't do that or you'll get hurt.

Punctuate direct speech?

Can you use all of the necessary punctuation in direct speech mostly accurately?

E.g. "Stop talking so loudly!" demanded Mrs Riaz.

Use apostrophes for possession?

Can you use apostrophes for singular and plural possession with increasing confidence?

E.g. The boys' football shorts were filthy.
Mrs Smith's kittens' paws had mud all over them.

Regularly expand noun phrases?

Can you expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases?

E.g. The **ceric** ghost hovered above the **rickety** bed.
Outside the house, the **speeding taxi** arrived.

Choose nouns and pronouns?

Can you regularly choose nouns and pronouns appropriately to aid cohesion and avoid repetition?

E.g. When **Simone** saw the **girls**, **she** quickly dashed behind the bookcase before **they** noticed **her**.

Use fronted adverbials?

Can you use fronted adverbials?

E.g. **Just then**, Lisa noticed a glimmer of light.
Eventually, she noticed the treasure beneath the sand.

Spell all words with prefixes?

Can you spell *all* words with prefixes correctly?

E.g. I was **disappointed** that you were so **impatient**.
Liza needed to **refresh** the page but it was **impossible**.

Spell all words with suffixes?

Can you spell *most* words with suffixes correctly?

E.g. "**Sadly**, I will need to ask you for some more **information**," said the police officer.
It is very **courageous** to star in **action** movies.

Spell homophones correctly?

Can you spell homophones correctly?

E.g. We didn't know **which** **witch** it was.
Have you **seen** the **scene** in which the boy casts a spell?

Spell all Y3 and Y4 words correctly?

Can you spell *many* of the Year 3 and 4 statutory spelling words correctly?

E.g. Will Sadiya win a **special surprise** if she can **remember** a **difficult sentence** in the **library's learning** competition?

Use neat, joined handwriting?

Can you use a neat, joined handwriting style consistently?

E.g. My writing is always beautifully joined.