West Park Primary School Stage 4 Working at Expected Standard SI A2 S2 SI Assessment Autumn Target I can choose the right language for the genre or text-type Writing for a (entertain/inform/persuade) range of purposes Some evidence of formal writing and audiences by For fiction pieces: my stories have a clear setting, characters and plot and include some dialogue Some evidence of extended writing (one page of Al+ or more) I can use mixed sentence lengths for effect (Longer for build-up, shorter In narratives. describing settings, I can use expanded noun phrases with pre-modifiers and prepositional characters and phrases 2A AM atmosphere I know how to use show not tell sentences in my writing SNT I can use Figurative Language to improve my descriptions (Similes, metaphors, personification) FL Uses different verbs and AM verbs combinations for said In narratives, integrating dialogue I can use some cohesive devices across paragraphs and sentences so that Using a range of my writing is not repetitive (pronouns/appropriate nouns/fronted cohesive devices within and across I can use a range of coordinating conjunctions (FANBOYS) and a wider sentences and range of subordinating conjunctions e.g. on the other hand, however, paragraphs consequently. C I can use paragraphs to organise ideas For non-fiction: I can use organise non-fiction texts using technical language and appropriate layout. Headings/sub headings (if appropriate) and an introduction and conclusion sentence Adverbials to show time, place, manner and reason (including fronted) I can choose more ambitious appropriate vocabulary; verbs, nouns, adverbs ect for effect Selecting I am beginning to use of a range of different sentence openers FA vocabulary and -ed word to start a sentence e.g. Frightened, Tom ran from school. grammatical ing clauses e.g. Grinning menacingly, he slipped the treasure in his structures that pocket. reflect the Simile e.g. Like a wailing cat, the ambulance screamed down the road Fronted adverbials of time/place/manner. AD AP AM formality of the Some use of formal Adverbials in appropriate genre/audience (e.g. writing Moreover) I am beginning to use relative clauses in my writing The man, who was feeling weary, sat down under the old, oak tree. Use verb tenses mostly consistently and correctly throughout the writing (including some evidence of present perfect tense and subject verb agreement) Demarcating all with sentences with Punctuation used -capital letters and full stops FS CAP mostly correctly -exclamation marks and questions marks!? Some correct use of: -inverted commas for direct speech IC-commas for lists CL -commas after adverbial clauses -apostrophe to show singular possession and contractions $\dot{}$ I am beginning to use apostrophes for plural possession. I can use commas for clarity (Clauses, fronted adverbials, Speech) I can spell most words correctly (Year 3-4) I can spell simple homophones and near homophones mostly correctly

I can show evidence of improving writing by making additions and revisions

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		SI	S2	SI	S2
Begin to write effectively for a range of purposes and audience by	Maintaining features of the genre throughout the piece				
	Selecting the appropriate verb form (including progressive and perfect)				
	Make vocabulary and grammatical choices for effect				
	Drawing independently on what they have read as models for their own writing (eg language, structures, characterisation)				

Control level of formality e.g. vocabulary choice, use of contractions, use of multi-clausal sentences etc.

Begin to distinguish between the language of speech and writing and choose the appropriate register e.g. in writing dialogue for characters

Use the range of punctuation taught YI-H mostly correctly (i.e. inverted commas and other punctuation to punctuate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas)