West Park Primary School						Ę	
Stage 3 Working at Expected Standard							
Assessment Autur	nn Spring Summer	Al	A2	SI	S2	SI	S2
Target							
Writing for a	I can use some use of the right language for the genre						
range of purposes	I am beginning to be able to write formally and informally (choosing						
and audiences by	contraction use and appropriate language)						
	I can start to show evidence of extended writing						
In narratives,	I am beginning to use mixed sentence lengths for effect (Longer for build-up, shorter for action) SS						
describing settings, characters and	I can use expanded noun phrases with pre-modifiers and prepositional						
atmosphere	phrases to make my descriptions clear 2A AT AP AM						
auriospriere	I am starting to use figurative Language (e.g. similes) FL S						
	I am starting to vary the word order within my sentences e.g.						
	The man strolled through the park slowly. \Rightarrow Slowly, the man strolled through the park.						
	My stories have a clear opening, dilemma and resolution.						
In narratives.	my some two weather opening, amenina and resolution.						
integrating	I can use different verbs for said						
dialoque							
Using a range of	I can use a range of subordinating and coordinating conjunctions						
cohesive devices	in my writing C	L	<u> </u>				<u> </u>
within and across	I can use paragraphs to organise ideas and am starting to show a change						
sentences and	in time, setting or event						
paragraphs	Non-fiction: Heading/subheading						
	I can use adverbs of time, place and manner in and across						
	sentences and paragraphs Time- yesterday, last week AT						
	Place- close, behind AP						
	Manner- happily, quickly AM						
Selecting	I am beginning to select some ambitious appropriate vocabulary						
vocabulary and	I am beginning to use a range of different sentence openers e.g.						
grammatical	• adverbs, AT AM AP						
structures that	• subordinate con junction,						
reflect the	2 ad jectives, 2Aing- word starter.						
formality of the	I can use adverbials to show time, place, manner and reason						+
writing	AT AP AM						
S S	onsistently and correctly throughout the writing						
(beginning to use present Punctuation used	perfect tense and subject verb agreement) I can use inverted commas to punctuate written speech. IC				1		
mostly correctly	The case viver real commus to puriculate written speech.						
mosty wirectly	I can use commas for clarity (Subordinate Clauses)						
	I can use apostrophes for singular possession and beginning to use apostrophes for plural possession						
	I can use commas in a list CL						\dagger
	I can use the correct tense to explain something that started in the past				1		+
	and continues in the present e.g. She has played the piano since she was a						
	child. Present and past perfect form)						+
I can spell most Year 2 common exception words correctly					1		
I can spell correctly <i>some</i> words from the Year 3 / 4 spelling list I can spell words that sound the same but have different meanings (homophones).					\vdash		
•	3 1						+
I check my own spellings with my wordbook or dictionary. When I have finished writing, I always read what I have written and make improvements					+		
virter i nave junistica withing, i always read what i nave writher and make improvements							

West Park Prin	nary School-Stage 3 Working Greater Depth			Ę	West Park Primary
		SI	S2	SI	S2
Begin to write	Maintaining features of the genre throughout the piece				
effectively for a	Selecting the appropriate verb form				
range of purposes	Make vocabulary and grammatical choices for effect				
and audience by	Drawing independently on what they have read as models for their own writing (e.g. language, structures, characterisation)				

Control level of formality e.g. vocabulary choice, use of contractions

Use the range of punctuation taught YI-3 *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)