



Assessment group (* focus child):

Highlight secure statements only autumn term = orange spring term = green summer term = yellow

	I can discuss my ideas and select new vocabulary		I can spell words using the suffix -ous e.g. famous
I can use a and an correctly and explain why	I can select, effectively use and check my use of the correct pronouns e.g. I, he, she, they, it	I can discuss and write down my ideas to create a plan e.g. story-maps, text maps, boxing up text types	I understand how to build nouns using a range of prefixes e.g. super-, anti-, auto-
I know that some words belong to families of form and meaning e.g. press, pressure, depress, oppress	I can read and analyse writing similar to that which I am planning and copy the style	I can write in sections with the same ideas grouped together	I understand how to change adjectives into adverbs using the suffix -ly e.g. sadly
I can write about when things happen or happened using conjunctions e.g. when, before, after, while	I can choose varied words for effect that keep the reader interested e.g. alliteration	I am trying to open sentences using when, after, since , followed with a comma e.g. When he handed in his homework, he forgot the last page.	I can spell further homophones e.g. whose/who's, weather/whether
I can explain why things happen or happened using; so, therefore, because of	I can collect and use noun phrases e.g. The crumbly biscuit with tasty marshmallow pieces melted in my mouth	I can order events using adverbs of time e.g. then, next, soon	I can spell words that are often misspelt from the Year 3 list
I can use the same tense consistently e.g. the past tense throughout my story	I can include relevant description from my reading in my own writing e.g. new adverbs, adjectives	I can use headings or sub-headings to organise my ideas (non-narrative)	I can use the first 3 or 4 letters of a word to check its spelling and meaning in a dictionary
I am trying to use ... , ? ! and " "	I can vary how I begin my sentences using: although, however, because	I can use paragraphs in my writing to show a change e.g. in setting (narrative)	I can usually write and join my letters, which are the same size
I can check my own work for errors	I can discuss the effectiveness of my own and others writing and suggest improvements	I can sequence my narrative writing with a beginning, middle and ending	I can join my letters neatly and know which are best not joined
Vocabulary, Grammar and Punctuation	Composition - Effectiveness for purpose	Composition - Structure and organisation	Spelling and Handwriting

Overall Assessment

Date/judgement:

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WTS (working towards the expected standard); **EXS** (working at the expected standard);

GDS (working at greater depth within the expected standard)