



Assessment group (* focus child):

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

I understand the difference between plural and possessive –s		I can discuss and write down my ideas to create a plan e.g. story-mountains, mind maps, flow diagrams	
I can use standard English most of the time e.g. we were , not we was	I can discuss and analyse writing similar to that which I am planning and learn from its style, structure and vocabulary	I can organise my ideas around a theme using paragraphs or sections	I understand and can place the apostrophe in words with irregular plurals correctly e.g. children's
I can select effective and relevant vocabulary, working alone or with a partner	I can compose sentences and practise how I might write them by saying them aloud adding more effective ideas suggested by others	I can effectively link paragraphs using fronted adverbials e.g. Later that day, I heard the bad news.	I understand and can place the apostrophe in words with regular plurals correctly e.g. girls' boys'
I can use present perfect verbs effectively e.g. Her car has broken down instead of simple past— broke down	I can identify the purpose and change my writing to the appropriate form for the reader	I can use headings and subheadings, bullet points/ numbers effectively	I can spell words correctly from the year 4 word list that are often misspelt
I can use ... , ? ! effectively	I can use effective expanded noun phrases e.g. the strict maths teacher with curly hair	I can add relevant details using subordination/ relative clauses using who/whose	I can write correctly from memory simple sentences my teacher has read aloud
I can check my own work for errors	I avoid repetition by using a variety of nouns and pronouns e.g. Tree, it the plant, the conifer	I can add relevant details using subordination/relative clauses using which/that	I can write neatly, making sure that my ascenders and descenders do not touch
I can use commas for fronted adverbials appropriately e.g. As gently as possible, shake the test tube	I can create effective characters including their viewpoint e.g. Peter Pan felt confused and alone	I can add relevant details using subordination / relative clauses using where/when	I can join my letters neatly and consistently and know when not to join them.
I can use inverted commas and commas correctly for direct speech e.g. He shouted, "Sit down!"	I can describe settings effectively using rich and relevant vocabulary	I can reflect upon the content and structure of my work adding improvements	I can space my letters equally from one another
I can read my work aloud using intonation to help identify errors in spelling and punctuation	I can use effective adverbial phrases to make my plot interesting e.g. Turning suddenly, he noticed	I can sequence narratives with a beginning, middle and ending and use conclusions effectively in non-fiction	I can keep my letters equal in size throughout a piece of writing
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)