



GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL

Evidence

Working towards the expected standard

	Dates of evidence	Secure?
• Write for a range of purposes		
• Use paragraphs to organise ideas		
• In narratives describe settings and characters		
• In non-narrative writing, use simple devices to structure the writing and support the reader		
• Using mostly correctly	Capital letters	
	Full stops	
	Question marks	
	Exclamation marks	
	Commas for lists	
	Apostrophes for contraction	
• Spell most words correctly * (Year 3&4)		
• Spell some words correctly* (Year 5&6)		
• Produce legible handwriting		

Working at the expected standard

The pupil can:

• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader		
• I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader		
• I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing		
• in narratives, describe settings, characters and atmosphere.		
• integrate dialogue in narratives to convey character and advance the action		
• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately		
• use a range of devices to build cohesion		
• use verbs tenses consistently and correctly throughout their writing		
• use the range of punctuation taught at key stage 2 mostly correctly	Hyphens	
	Inverted commas	
	Commas for clarity	
	Punctuation for parenthesis	
	Semi colons	
	Dashes	
	Colons	
• spell correctly most words from the year 5/6 spelling list,* and use a dictionary to check the spelling of		
• uncommon or more ambitious vocabulary		
• maintain legibility in joined handwriting when writing at speed		

Working at a greater depth within the expected standard

• write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)		
• distinguish between the language of speech and writing and choose the appropriate register		
• exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this		
• Use the full range of punctuation taught at KS2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.		