

West Park Primary School
Stage 4- Working at Expected Standard



		A1	A2	S1	S2	S1	S2
Writing for a range of purposes and audiences by	I can choose the right language for the genre or text-type (entertain/inform/persuade)						
	Some evidence of formal writing						
	For fiction pieces: my stories have a clear setting, characters and plot and include some dialogue						
	Some evidence of extended writing (one page of A4 or more)						
In narratives, describing settings, characters and atmosphere	I can use mixed sentence lengths for effect (Longer for build-up, shorter for action) SS						
	I can use expanded noun phrases with pre-modifiers and prepositional phrases 2A AM AP AT						
	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 S						
In narratives, integrating dialogue	Uses different verbs and AM verbs combinations for said						
Using a range of cohesive devices within and across sentences and paragraphs	I can use some cohesive devices across paragraphs and sentences so that my writing is not repetitive (pronouns/ appropriate nouns/ fronted adverbials) FA						
	I can use a range of coordinating conjunctions (FANBOYS) and a wider range of subordinating conjunctions e.g. <i>on the other hand, however, consequently.</i> C						
	I can use paragraphs to organise ideas						
	For non-fiction: I can use organise non-fiction texts using technical language and appropriate layout. <i>Headings/sub headings (if appropriate) and an introduction and conclusion sentence</i>						
	Adverbials to show time, place, manner and reason (including fronted) AT AM AP						
Selecting vocabulary and grammatical structures that reflect the formality of the writing	I can choose more ambitious appropriate vocabulary; verbs, nouns, adverbs ect for effect						
	I am beginning to use of a range of different sentence openers FA -ed word to start a sentence e.g. <i>Frightened, Tom ran from school.</i> -ing clauses e.g. <i>Grinning menacingly, he slipped the treasure in his pocket.</i> Simile e.g. <i>Like a wailing cat, the ambulance screamed down the road</i> Fronted adverbials of time/ place/manner. AD AP AM						
	Some use of formal Adverbials in appropriate genre/audience (e.g. Moreover)						
	I am beginning to use relative clauses in my writing. <i>The man, who was feeling weary, sat down under the old, oak tree.</i>						
	Use verb tenses mostly consistently and correctly throughout the writing (including some evidence of present perfect tense and subject verb agreement)						
Punctuation used mostly correctly	Demarcating all with sentences with: -capital letters and full stops FS CAP -exclamation marks and questions marks ! ?						
	Some correct use of: -inverted commas for direct speech IC						

West Park Primary School- Stage 4 Working Greater Depth



		S1	S2	S1	S2
	I am beginning to use apostrophes for plural possession.				
	Maintaining features of the genre throughout the piece I can use commas for clarity (Clauses, fronted adverbials, speech)				
	I can spell most words correctly (Year 3-4)				
Begin to write effectively for a range of purposes and audience by	Selecting the appropriate verb form (including progressive and perfect)				
	I can spell simple homophones and near homophones mostly correctly				
	I can show evidence of improving writing by making additions and revisions				
	I can show evidence of legible, joined up handwriting				
	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 Y1-4 *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)