

West Park Primary School
Stage 3 Working at Expected Standard



		<u>A1</u>	<u>A2</u>	<u>S1</u>	<u>S2</u>	<u>S1</u>	<u>S2</u>
Writing for a range of purposes and audiences by	I can use some use of the right language for the genre						
	I am beginning to be able to write formally and informally (choosing contraction use and appropriate language)						
	I can start to show evidence of extended writing						
In narratives, describing settings, characters and atmosphere	I am beginning to 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 to make my descriptions clear 2A AT AP AM						
	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. <i>The man strolled through the park slowly. Slowly, the man strolled through the park.</i>						
	My stories have a clear opening, dilemma and resolution.						
In narratives, integrating dialogue	I can use different verbs for said						
Using a range of cohesive devices within and across sentences and paragraphs	I can use a range of subordinating and coordinating conjunctions in my writing C						
	I can use paragraphs to organise ideas and am starting to show a change in time, setting or event						
	Non-fiction: Heading/subheading						
	I can use adverbs of time, place and manner in and across sentences and paragraphs <i>Time- yesterday, last week AT</i> <i>Place- close, behind AP</i> <i>Manner- happily, quickly AM</i>						
Selecting vocabulary and grammatical structures that reflect the formality of the writing	I am beginning to select some ambitious appropriate vocabulary						
	I am beginning to use a range of different sentence openers e.g. <ul style="list-style-type: none"> • adverbs, AT AM AP • subordinate conjunction, • 2 adjectives, 2A • ing- word starter. 						
	I can use adverbials to show time, place, manner and reason AT AP AM						
Use verb tenses mainly consistently and correctly throughout the writing (beginning to use present perfect tense and subject verb agreement)							
Punctuation used mostly correctly	I can use inverted commas to punctuate written speech. IC						
	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						
	I can use the correct tense to explain something that started in the past and continues in the present e.g. <i>She <u>has</u> played</i>						

West Park Primary School- Stage 3 Working Greater Depth



	<i>the piano since she was a child. (Present and past perfect</i>	S1	S2	S1	S2		
Begin to write effectively for a range of purposes and audience by	Maintaining features of the genre throughout the piece Selecting the appropriate verb form Make vocabulary and grammatical choices for effect Drawing independently on what they have read as models for their own writing (e.g. language, structures, characterisation)						
I can spell most Year 2 common exception words correctly							
I can spell correctly some words from the Year 3 / 4 spelling list							
I can spell words that sound the same but have different meanings (homophones).							
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							

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

Use the range of punctuation taught Y1-3 *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)