

		A	B	C	D	Incidental (if applicable)
Sentence	1. Secure in previous year group skills (See assessment framework for previous Year Group as necessary)					
	2. Can express time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>],					
	3. adverbs (of manner, of time, of frequency, of position, of possibility)					
	4. or prepositions [for example, <i>before, after, during, in, because of</i>]					
	5. A range of noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases					
	6. A range of Fronted adverbials (including single words and fronted adverbial phrases)					
	7. <i>Can consistently use a range of accurately punctuated sentence structures using all previously taught skills. (See NC Appendix)</i>					
	8. Headings and sub-headings to aid presentation					
	9. Use of the past and present tense, including the present perfect form of verbs instead of the simple past					
	10. Use of paragraphs to organise ideas around a theme					
	11. Appropriate choice of pronoun or noun within and across sentences/paragraphs to aid cohesion and avoid repetition					
	12. Some use of embedded clauses (,who ,which ,where)					
	13. <i>Linking ideas across and within paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>], and avoiding repetition through careful selection of pronouns and synonyms and sentence structures.</i>					
Punctuation	14. Can demarcate most sentences in their writing with capital letters and full stops, and use question marks and exclamation marks correctly when required					
	15. Mostly accurate use of inverted commas and other punctuation to indicate direct speech (avoiding repetition of speech verbs)					
	16. Apostrophes to mark omission (won't can't) + plural possession [for example, <i>the girl's name, the girls' names</i>] (single possession)					
	17. Accurate use of commas after fronted adverbials (including single words and fronted adverbial phrases) .					
Handwriting	18. Can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined					
	19. Has increased the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]					
Spelling	20. <i>Completely accurate use of the KS1 spelling rules – (to,too,two) (there,their,they're), (of,off), (with,when,where,were)</i>					
	21. <i>Accurate use of the Y3/4 Spellings rules within independent writing</i>					
	22. <i>Accurate spelling of the Y3/4 list within independent writing</i>					
Composition	23. Can progressively use a varied and rich vocabulary and an increasing range of sentence structures (Avoiding repetition)					
	24. In narratives, creating settings, characters and plot using specifically selected and appropriate vocabulary					
	25. in non-narrative material, using simple organisational devices [for example, headings and sub-headings]					
	26. <i>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)</i>					
	27. <i>Uses a range of precise and ambitious vocabulary (nouns, verbs and adjectives) that shows a good awareness of the reader</i>					

