

Target	Emerging	Expected	Exceeding
3.2.b.3 Draft and write by: organising paragraphs around a theme	With support, pupil can sometimes organise material into logical chunks and write a series of linked sentences for each.	Pupil can usually organise their material into logical chunks and write a coherent series of linked sentences for each: e.g. <i>Bees live together in big groups. The Queen bee is the mother of all the workers. Bees work together to feed each other and look after the larvae.</i> Pupil knows how to demarcate paragraphs on the page and usually remembers to do this as they write.	Pupil can consistently and confidently organise their material into logical chunks and write a coherent series of linked sentences for each. Pupil knows how to demarcate paragraphs on the page and almost always remembers to do this as they write.
3.2.b.4 Draft and write by: in narratives, creating settings, characters and plot	Pupil can, with support, create a simple story setting, two or three characters and a straightforward plot, sometimes over-reliant on the modelled class story.	Pupil can usually create an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story.	Pupil can consistently and confidently create an appropriate setting, two or three clearly distinguishable characters and a coherent and convincing plot, drawing on and adapting elements of the modelled story and on their wider reading of fiction.
3.2.b.5 Draft and write by: in non-narrative material, using simple organisational devices: e.g. headings and subheadings	Pupil can, with support, organise their material into logical chunks and write a main heading for the text and subheadings for each chunk.	Pupil can usually marshal their material into logical chunks and write an appropriate main heading for the text and suitable subheadings for each chunk.	Pupil can consistently and confidently marshal their material into logical chunks and write an appropriate and engaging main heading for the text and relevant subheadings for each chunk.
3.2.c.3 Proof-read for spelling and punctuation errors	With support, pupil can spot and correct some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items.	Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items: e.g. <i>You have put speech marks around the 'he said' as well as what your character actually says. You need to end them after the last word the character says; I've written about a 'groan man', but that's not right. He had to grow up, so that tells me the right homophone there must be 'grown'.</i>	Pupil can consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Pupil draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.
3.3.b.4 Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense	Pupil can write using the appropriate tense for the task.	Pupil can select the appropriate tense for the task and apply the new learning across a range of independent writing: e.g. <i>I hoped my team would win last week and they did, and I am hoping they will win again tomorrow.</i>	Pupil can consistently and confidently use the appropriate tense for the task and apply the new learning spontaneously across a range of independent writing.
3.3.b.5 Use the correct form of 'a' or 'an'	With support, pupil can decide whether a noun needs 'a' or 'an' in front of it and sometimes makes the right choice in independent writing.	Pupil can decide whether a noun needs 'a' or 'an' in front of it and usually makes the right choice in independent writing: e.g. <i>an apple, an orange and a banana.</i>	Pupil can decide whether a noun needs 'a' or 'an' in front of it and consistently and confidently makes the right choice in independent writing.

