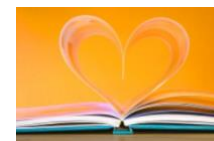




Kessingland Church of England Primary Academy
Writing: Knowledge and Skills Progression



Handwriting

EYFS	YR1	YR2	YR3	YR4	YR5	YR6
<p>Fine motor activities as part of continuous provision.</p> <p>Weekly finger gym activity.</p> <p>Ruth Miskin handwriting linked to daily phonics.</p>	<p>Form most lower case letters correctly.</p> <p>Form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families'.</p>	<p>Form lower case letters of the correct size relative to one another in some of their writing.</p> <p>Form lower case letters of the correct size relative to one another in most of their writing.</p> <p>Use the diagonal and horizontal stroke needed to join letters in some of their writing.</p> <p>Use the diagonal and horizontal strokes needed to join letters.</p> <p>Understand which letters, adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to</p>	<p>Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting e.g. by beginning to ensure 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.</p>	<p>Use the diagonal and horizontal strokes needed to join letters in some of their writing.</p> <p>Increase the legibility, consistency and quality of their handwriting e.g. by beginning to ensure 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.</p>	<p>Write increasing legibly, fluently and with increasing speed through improving choices of which the shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Writing increasingly legibly.</p>	<p>Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined.</p> <p>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for the task.</p>

		Use spacing between words that reflects the size of the letters, one another and to lower case letters.				
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Composition

EYFS	YR1	YR2	YR3	YR4	YR5	YR6
Write simple sentences which can be read by themselves and others.	<p>Write sentences by saying out loud what they're going to write about, after discussion with the teacher.</p> <p>Write down one of the sentences that has been rehearsed.</p> <p>Compose and write sentences independently to convey ideas.</p> <p>Write sentences, sequencing them to form short narratives. (Real or fictional)</p> <p>Write sentences re-reading what has been writing to check that it makes sense.</p> <p>Discuss what has been written with the teacher or other pupils.</p>	<p>Write sentences that are linked thematically.</p> <p>Write about real events, recording these simply and clearly.</p> <p>Write poetry to develop positive attitudes and stamina for writing.</p> <p>Write effectively and coherently for different purposes, drawing on reading to inform the vocabulary and grammar of writing.</p> <p>Consider what they are going to write before beginning by writing down ideas, keywords and new vocabulary.</p> <p>Consider what they are going to write before beginning by encapsulating what</p>	<p>Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary.</p> <p>Plan writing by discussing and recording ideas within a given structure.</p> <p>Draft and write by composing and rehearse sentences orally, building on varied and rich vocabulary and using sentence structures from English Appendix 2.</p> <p>Draft and write by organising writing into paragraphs as a way of grouping related material.</p>	<p>Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary.</p> <p>Plan writing by discussing and recording ideas.</p> <p>Draft and write by composing and rehearse sentences orally (including dialogue), building on varied and rich vocabulary and using sentence structures from English Appendix 2.</p> <p>Draft and write by organising paragraphs around a theme.</p> <p>Draft and write in narratives, creating settings, characters</p>	<p>Plan writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own</p> <p>Plan writing by noting and developing initial ideas, drawing on reading where necessary</p> <p>Plan writing of narratives by considering how authors have developed characters and setting in what the class has read, listened to or seen performed.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2.</p>	<p>Plan writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of first person in a diary; direct address in instructions and persuasive writing).</p> <p>Plan writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Plan writing of narratives through reasoned consideration of how authors have developed characters and setting in what the class has read, listened to or seen performed.</p> <p>Write effectively for a range of purposes and audiences,</p>

	<p>Read aloud writing clearly enough to be heard by peers and the teacher.</p>	<p>they want to say, sentences by sentence.</p> <p>Make simple additions, revisions and corrections to own writing, by evaluating their writing with the teacher and other pupils.</p> <p>Make simple additions, revisions and corrections to own writing by re-reading to check that it makes sense and that verbs in indicate time are used correctly and consistently, including verbs of the continuous form.</p> <p>Make simple additions, revisions and corrections to own writing by proof-reading e.g. errors in SPaG, improve word phrases, independently or following a conversation with the teacher.</p> <p>Read aloud what has been written with appropriate intonation to make the meaning clearer.</p>	<p>Draft and write in narratives, creating settings, characters and plot.</p> <p>Draft and write non-narrative material, using headings and subheadings to organise texts.</p> <p>Evaluate and edit by assessing the effectiveness of writing.</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.</p> <p>Proof read for spelling errors and for punctuation.</p> <p>Read own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>and plot with consideration for the audience and purpose.</p> <p>Draft and write non-narrative material, using simple organisational devices.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others writing and suggesting improvements.</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.</p> <p>Proof read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials.</p> <p>Confidently read his/her own writing aloud, to a group or the whole class, using</p>	<p>Draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character.</p> <p>Draft and write by précising longer passages.</p> <p>Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly.</p> <p>Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.</p> <p>Use different verb forms mostly accurately with</p>	<p>selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure)</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2).</p> <p>Draft and write by précising longer passages.</p> <p>Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word phrase, grammatical connections and ellipsis.</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g.</p>
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				<p>appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>consideration for audience purpose.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others writing.</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).</p> <p>Evaluate and edit be ensuring mostly consistent and correct use of tense throughout a piece of writing.</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.</p> <p>Proof-read for spelling errors linked to spelling statements for Year 5.</p> <p>Proof-read for punctuation errors, including use of brackets, dashes or</p>	<p>sub-headings, columns, bullets or tables.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others writing with reasoning.</p> <p>Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).</p> <p>Evaluate and edit be ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.</p> <p>Distinguish between the language of speech and writing and choosing appropriate register.</p> <p>Proof-read for spelling errors linked to</p>
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					<p>commas in indicate parenthesis; use of commas to clarify meaning or avoid ambiguity,</p> <p>Perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear</p>	<p>spelling statements for Year 6.</p> <p>Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.</p> <p>Confidently perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</p>
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Punctuation and Grammar:

EYFS	YR1	YR2	YR3	YR4	YR5	YR6
Write simple sentences which can be read by themselves and others.	<p><u>Word Level</u></p> <p>Regular plural noun suffixes ‘-s’ or ‘-es’</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words.</p> <p>How the prefix ‘-un’ changes the meaning of verbs and adjectives</p> <p><u>Sentence Structure</u></p>	<p><u>Word Level</u></p> <p>Formation of nouns using suffixes such as ‘-ness’, ‘-er’ and by creating compound words</p> <p>Formation of adjectives using suffixes such as ‘-ful’ and ‘-less’</p> <p>Use of the suffixes ‘-er’, ‘-est’ in adjectives</p>	<p><u>Word Level</u></p> <p>Formation of nouns using a range of prefixes.</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel.</p> <p>Word families based on common words, showing how words are related in form and meaning. E.g. solve/solution</p>	<p><u>Word Level</u></p> <p>The grammatical difference between plural and possessive –s.</p> <p>Standard English forms for verb inflections instead of local spoken forms e.g. we were/we was</p> <p><u>Sentence Structure</u></p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	<p><u>Word Level</u></p> <p>Converting nouns or adjectives into verbs using suffixes e.g. ‘-ate’, ‘-ise’, ‘-ify’</p> <p>Verb prefixes e.g. dis-, de-, mis-, over-, re</p> <p><u>Sentence Structure</u></p> <p>Relative clauses beginning with who, which, where, why, whose, that *** an omitted pronoun.</p>	<p><u>Word Level</u></p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. find out/discover, ask for/request.</p> <p>How words are related by meaning as synonyms and antonyms e.g. big, large, little.</p> <p><u>Sentence Structure</u></p>

	<p>How words can combine to make sentences.</p> <p>Joining words and joining sentences using and.</p> <p><u>Text structure</u> Sequencing sentences to form short narratives.</p> <p><u>Punctuation</u> Separation of words with spaces.</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and the personal pronoun I</p> <p><u>Terminology</u></p> <ul style="list-style-type: none"> • Letter, capital letter • Word, singular, plural • Sentence • Punctuation mark, full stop, question mark, exclamation mark 	<p>The use of the suffix ‘-ly’ to turn adjectives into adverbs</p> <p><u>Sentence Structure</u> Subordination (using when, if, that, because) and coordination (using or, and, or, but).</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly).</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p><u>Text structure</u> Correct choice and consistent use of the present tense and past tense throughout handwriting.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p> <p><u>Punctuation</u> Use of capital letters, full stops, question marks and</p>	<p><u>Sentence Structure</u> Expressing the time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because).</p> <p><u>Text structure</u> Introduction to paragraphs as a way to group related material.</p> <p>Headings and subheadings to aid presentations.</p> <p>Use of the present perfect form of verbs instead of the simple past. (e.g. He has gone out to play contrasted with He went out to play)</p> <p><u>Punctuation</u> Introduction to inverted commas to punctuate direct speech.</p> <p><u>Terminology</u></p> <ul style="list-style-type: none"> • preposition, conjunction • word family, prefix • clause, subordinate clause 	<p>(e.g. the teacher expanded to: the strict maths teacher with curly hair).</p> <p>Fronted adverbials (e.g. Later that day, I heard bad news).</p> <p><u>Text structure</u> Use paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.</p> <p><u>Punctuation</u> Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Apostrophes to mark plural possession.</p> <p>Use of commas after fronted adverbials</p> <p><u>Terminology</u></p> <ul style="list-style-type: none"> • determiner • pronoun, possessive pronoun • adverbial 	<p>Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p> <p><u>Text structure</u> Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before).</p> <p><u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p><u>Terminology</u></p> <ul style="list-style-type: none"> • modal verb, relative pronoun • relative clause • parenthesis, bracket, dash • cohesion, ambiguity 	<p>Use the passive voice to affect the presentation of information in a sentence.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He’s your friend, isn’t he? Or the use of subjunctive forms such as ‘I were’ or ‘Were they to come ‘ in some very formal writing and speech).</p> <p><u>Text structure</u> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis.</p> <p>Layout devices, such as headings, subheadings, columns, bullets, tables, to structure text.</p>
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		<p>exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p> <p><u>Terminology</u></p> <ul style="list-style-type: none"> • noun, noun phrase • statement, question, exclamation, command • compound, suffix • adjective, adverb, verb • tense (past, present) • apostrophe, comma 	<ul style="list-style-type: none"> • direct speech • consonant, consonant letter • vowel, vowel letter • inverted commas (or speech marks) 			<p><u>Punctuation</u></p> <p>Use of semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of the colon to introduce a list and use of the semi-colon within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity.</p> <p><u>Terminology</u></p> <ul style="list-style-type: none"> • subject, object • active, passive, • synonym, antonym • ellipsis, hyphen, colon, semi-colon, bullet points.
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Spoken Word

EYFS	YR1	YR2	YR3	YR4	YR5	YR6
Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	<ul style="list-style-type: none"> ○ Listen and respond appropriately to adults and their peers. ○ Ask relevant questions to extend their understanding and knowledge ○ Use relevant strategies to build their vocabulary 		<ul style="list-style-type: none"> ○ Listen and respond appropriately to adults and their peers. ○ Ask relevant questions to extend their understanding and knowledge ○ Use relevant strategies to build their vocabulary 		<ul style="list-style-type: none"> ○ Listen and respond appropriately to adults and their peers. ○ Ask relevant questions to extend their understanding and knowledge ○ Use relevant strategies to build their vocabulary 	

<p>Give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p>Express themselves effectively, showing awareness of listeners’ needs.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Develop their own narratives and explanations by connecting ideas or events.</p> <p>Children are confident to in a familiar group, will talk about their ideas.</p>	<ul style="list-style-type: none"> ○ Articulate and justify answers, arguments and opinions ○ Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings ○ Maintain attention and participate actively in conversations, staying on topic and responding to comments ○ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ○ Speak audibly and fluently with an increasing command of standard English ○ Participate in discussions, presentations, performances, role play, improvisations and debates ○ Gain and maintain the interest of listeners ○ Select and use appropriate registers for effective communication ○ Consider and evaluate different viewpoints attending to and building on the contributions of others 	<ul style="list-style-type: none"> ○ Articulate and justify answers, arguments and opinions ○ Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings ○ Maintain attention and participate actively in conversations, staying on topic and responding to comments ○ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ○ Speak audibly and fluently with an increasing command of standard English ○ Participate in discussions, presentations, performances, role play, improvisations and debates ○ Gain and maintain the interest of listeners ○ Select and use appropriate registers for effective communication <p>Consider and evaluate different viewpoints attending to and building on the contributions of others</p>	<ul style="list-style-type: none"> ○ Articulate and justify answers, arguments and opinions ○ Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings ○ Maintain attention and participate actively in conversations, staying on topic and responding to comments ○ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ○ Speak audibly and fluently with an increasing command of standard English ○ Participate in discussions, presentations, performances, role play, improvisations and debates ○ Gain and maintain the interest of listeners ○ Select and use appropriate registers for effective communication <p>Consider and evaluate different viewpoints attending to and building on the contributions of others</p>
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Spelling

EYFS	YR1	YR2	YR3	YR4	YR5	YR6
<p>30-50 Months</p> <p>Sometimes gives meaning to marks as they draw and paint.</p>	<p>The /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck.</p> <p>The /n/ sound spelt n before k.</p>	<p>The ‘dj’ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, I and y.</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable.</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable.</p>	<p>Words containing the letter string –ough.</p> <p>Endings which sound like /ʃəs/ spelt –cious or –tious.</p>	<p>Adding suffixes beginning with vowel letters to words ending in –fer.</p> <p>Use of the hyphen.</p>

<p>Ascribes meaning to marks that they see in different places</p> <p><u>40-60+ Months</u> Gives meaning to marks they make as they draw, write and paint.</p> <p>Hears and says the initial sounds in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p><u>Early Learning Goal</u> Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words.</p>	<p>Division of words into syllables. -tch.</p> <p>The /v/ sound at the end of words.</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs.)</p> <p>Adding the endings –ing, -ed and –er to verbs where no change is needed to the root word.</p> <p>Adding –er and –est to adjectives where no change is needed to the root word.</p> <p>Words ending –y.</p> <p>New consonant spellings ph and wh.</p> <p>Using k for the ‘k’ sound.</p> <p>Adding the prefix –un.</p> <p>Compound words (football, playground.)</p> <p>Common exception words (GPC correspondences that do not fit with what has been taught so far.)</p>	<p>The /s/ sound spelt c before e, I and y.</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of new words.</p> <p>The /r/ sound spelt wr at the beginning of words.</p> <p>The /l/ sound spelt –le at the end of words.</p> <p>The /l/ sound spelt –el at the end of words.</p> <p>The /l/ sound spelt –al at the end of words.</p> <p>Word ending –il. The /ai/ sound spelt –y at the end of words.</p> <p>Adding –es to nouns and verbs ending in –y.</p> <p>Adding –ed, -ing, -er and –est to a root word ending in –y with a consonant before it.</p> <p>Adding the endings –ing, -ed, -er, -est and –y to words ending in –e with a consonant before it.</p>	<p>The /t/ sound spelt y elsewhere than at the end of words.</p> <p>The /ʌ/ sound spelt ou.</p> <p>More prefixes, e.g. un-, dis-, mis-, in-, -il, im-, ir-, re-, sub-, inter-, super-, anti-, auto-.</p> <p>The suffixes –ally and –ation.</p> <p>The suffix –ly.</p> <p>Endings which sound like /ʒən/ spelt –sion.</p> <p>Endings which sound like /ʃən/, spelt –tion, and –sion</p> <p>Words with the /ei/ sound spelt ei, eigh, or ey.</p> <p>Words from the Year 3/4 list.</p>	<p>More prefixes, e.g. un-, dis-, mis-, in-, im-, irand re-.</p> <p>Words with endings sounding like /ʒə/ or /tʃə/ spelt –sure, -ture or sometimes –(t)cher.</p> <p>The suffix –ous.</p> <p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian.</p> <p>Words with the /k/ sound spelt ch (Greek in origin).</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin).</p> <p>Words with the /s/ sound spelt sc (Latin in origin).</p> <p>Words with –gue and –que endings.</p> <p>Possessive apostrophe with plural words.</p> <p>Homophones and near-homophones.</p> <p>Words from the Year 3/4 list.</p>	<p>Endings which sound like /ʃəl/ spelt –cial or –tial.</p> <p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency. Words ending in –able and –ible.</p> <p>Words ending in –ably and –ibly.</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer.</p> <p>Use of the hyphen.</p> <p>Words with the /i:/ sound spelt ei after c.</p> <p>Words containing the letter-string ough.</p> <p>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word).</p> <p>Converting nouns and adjectives into verbs.</p> <p>Possessive apostrophe with plural words.</p>	<p>Words with the /i:/ sound spelt ei after c.</p> <p>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word).</p> <p>Possessive apostrophe with plural words.</p> <p>Homophones and other words that are often confused.</p> <p>Words from the Year 5/6 list.</p>
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<p>They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	<p>Vowel digraph and trigraphs: ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo, oa, oe, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are.</p>	<p>Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant letter after a single vowel letter.</p> <p>The ‘a’ sound spelt before ‘l’ or ‘ll’.</p> <p>The ‘uh’ sound spelt o e.g. mother.</p> <p>The /i/ sound spelt – ey.</p> <p>The /v/ sound spelt a after w and qu.</p> <p>The /z:/ sound spelt or after w.</p> <p>The /ɔ:/ sound spelt ar after w.</p> <p>The /ʒ/ sound spelt s.</p> <p>The suffixes –ment, –ness, –ful , –less and –ly.</p> <p>Contractions.</p> <p>The possessive apostrophe (singular nouns.)</p> <p>Words ending in –tion.</p> <p>Homophones and near-homophones.</p> <p>Common exception words.</p>			<p>Homophones and other words that are often confused.</p> <p>Words from the Year 5/6 list.</p>	
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Teacher Assessment Framework:

Year 1:

Write first name with attempt at upper and lower case letters.	
Form most letters clearly – size and shape may be irregular.	
Can spell CVC words usually correctly and begin to make phonic attempts at spelling other words.	
Write simple regular words – some spelt correctly	
Always leave spaces between words.	
Write captions, labels and lists.	
Can show some control over letter size, shape and orientation.	
Can say what writing says and means.	
Can produce some of their own ideas for writing.	
Can show control over word over – producing logical statements.	
Spell most common words on the Y1 high frequency word list.	
Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others.	
Can write letters with that are usually:	
<ul style="list-style-type: none"> • Correctly orientated 	
<ul style="list-style-type: none"> • A regular size and shape 	
<ul style="list-style-type: none"> • Show clear ascenders and descenders 	
<ul style="list-style-type: none"> • Show upper and lower case 	
<ul style="list-style-type: none"> • Show pre-cursive style. 	
Can join two main clauses using a conjunction (may only ever be 'and').	
Can sometimes use correctly:	
<ul style="list-style-type: none"> • A capital letter and full stop 	
<ul style="list-style-type: none"> • Question mark 	
<ul style="list-style-type: none"> • Exclamation mark. 	
Can write sentences that are sequenced to form a short narrative (real or fictional).	
Write simple, coherent narratives about personal experiences and those of others (real or fictional).	
Demarcate most sentences in their writing with capital letters, full stops and use questions marks correctly.	
Use present and past tense mostly correctly and consistently.	
Use co-ordinating conjunctions (e.g. or, and, but) and some subordinating (e.g. when, if, that, because).	
Spell many common exception words.	

Expected YR1:

Composition – overall effect	
Write sentences by saying aloud what they are going to write	
Write sentences that are sequenced to form a short narrative (real or fictional) <ul style="list-style-type: none"> • Use the sequence of existing stories • Use sequencing language that may be modelled by the teacher, e.g. first, then, after that 	
Use some features of different text types <ul style="list-style-type: none"> • in narrative: include story language, e.g. Once upon a time, One day, repeated refrains • in non-narrative: include a simple opening and concluding statement, sequencing language, e.g. first, next 	
Composition – sentences	
Use simple sentence structures <i>Najma has a new bike.</i>	
Use adjectives to describe <i>The cheeky monkey ate the ripe fruit.</i>	
Write sentences using the conjunction <i>and</i> to join clauses <i>The kitten sat on the rug and she went to sleep.</i>	
Punctuation	
Use capital letters to demarcate the beginning of some sentences	
Use full stops to demarcate the end of some sentences	
Use capital letters for some proper nouns	
Use exclamation marks or question marks to demarcate the end of some sentences	
Spelling	
Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others	
Spell most Year 1 common exception words	
Use -s and -es to form regular plurals correctly	
Use suffixes -ing, -ed, -er and -est to change root words where no change is required to the root word mostly correctly	
Spell most words with prefixes correctly <ul style="list-style-type: none"> • un 	
Handwriting	
Form lower-case letters in the correct direction, starting and finishing in the right place	

Form lower-case letters of the correct size relative to one another in some of their writing	
Use spacing between words	

Moving beyond the standard YR1:

Composition – overall effect	
Write independently with confidence	
Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Generate ideas inspired by existing stories read both in class and at home	
Write about real events, recording these simply and clearly	
Use features of the text type taught • in narrative: use the features of stories that they have heard, choose appropriate vocabulary (from a word bank) • in non-narrative: use taught organisational devices (headings, subheadings, numbered points etc.), choose technical language, show an awareness of the difference between fact and opinion	
Composition – sentences	
Use present and past tense mostly correctly	
Use co-ordination (e.g. or, and, but) and some subordination (e.g. when, if, because) to join clauses <i>We visited the common because we are learning about nature.</i> <i>Billy wore the knitted romper but he preferred his jungle trousers.</i>	
Use adverbs to qualify verbs <i>Vikram added the flour carefully.</i>	
Punctuation	
Demarcate sentences mostly correctly with capital letters and full stops, exclamation marks and question marks as required	
Spelling	
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	
Spell many of the Year 1 and Year 2 common exception words	
Handwriting	
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
Use spacing between words that reflects the size of the letters	

Year 2:

write sentences that are sequenced to form a short narrative (real or fictional)	
demarcate some sentences with capital letters and full stops	
segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others	
spell some common exception words*	
form lower-case letters in the correct direction, starting and finishing in the right place	
form lower-case letters of the correct size relative to one another in some of their writing use spacing between words	
write simple, coherent narratives about personal experiences and those of others (real or fictional)	
write about real events, recording these simply and clearly	
demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	
use present and past tense mostly correctly and consistently	
use co-ordination (e.g. or/and/but) and some subordination (e.g., when/if/that/because) to join clauses	
segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically –plausible attempts at others	
spell many common exception words	
form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
use spacing between words that reflects the size of the letters	
write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	
make simple additions, revisions and proof-reading corrections to their own writing	
use the punctuation taught at key stage 1 mostly correctly^	
spell most common exception words*	
add suffixes to spell most words correctly in their writing (e.g. –ment,-ness,-ful,-less,-ly*	
use the diagonal and horizontal strokes needed to join some letters	

Year 3:

Write in range of chosen text types appropriately showing awareness of audience.	
Write sentences that are sequenced to form a short narrative and show some imagination.	
Sometimes use ambitious word choices.	
Develop and extend ideas logically in sequenced sentences.	
Extend sentences using a wider range of co-ordinating (e.g. for, and, but...) and some subordinating conjunctions (e.g. when, because, if...) to join clauses.	
Usually use correct grammatically structures in sentences (nouns and verb agreement).	
Spell most phonetically regular familiar common or polysyllabic words accurately.	
Use full stops, capital letters and question marks mostly correctly.	
Usually join their handwriting in cursive style.	
Structure and organise work clearly (e.g. letter structure, story structure, bullet points and sub-headings in reports).	
Write in range of chosen text types appropriately and consistently, adapting style for purpose (e.g. persuasive language in an advert, adverbs and adjectives in setting descriptions).	
Begin to use paragraphs.	
Can use interesting or ambitious words sometimes (e.g. a range of adjectives and adverbs for description).	
Develop characters (including feelings) and describe settings (e.g using expanded nouns phrases and prepositional phrases).	
Extend sentences using a wider range of subordinating conjunctions (e.g. when, because, if, while, also...) to join clauses.	
Link and relate events including past, present and future sensibly (e.g. afterwards, before, after a while, eventually).	
Spell some words correctly from the year 3/4 spelling list.	
Show accurate use of prefixes and suffixes.	
Can use mostly correctly:	
<ul style="list-style-type: none">• Full stop/capital letter, commas for lists	
<ul style="list-style-type: none">• Exclamation mark	
<ul style="list-style-type: none">• Question mark	
<ul style="list-style-type: none">• Apostrophe for contraction	
Begin to apply correct use of inverted commas in dialogue.	
Write neatly and legibly usually maintaining a joined, cursive handwriting style.	
Begin to write for a range of audiences and purposes independently.	
Attempt to give opinion, interest or humour through detail.	
Use interesting and ambitious words appropriately and in context.	
Use an increasing range of KS2 punctuation including inverted commas accurately in dialogue.	
Begin to develop a sense of pace (lively and interesting).	
Spell most words correctly from the year 3/4 spelling list.	
Write neatly and legibly maintaining a joined, cursive handwriting style.	

Expected YR3:

Composition – overall effect	
Write effectively and coherently for different purposes, showing an awareness of the reader in the vocabulary and grammar of their writing <ul style="list-style-type: none">• in narrative: clearly describe characters or settings, show evidence of an effective plot, use paragraphs to clearly show different elements of the required narrative• in non-narrative: use the correct technical language to suit the requirement of the text, use simple organisational devices (e.g. headings, sub-headings, captions, bullet points)	
Sustain writing across a whole text using appropriate language choices e.g. story-telling language, informality in diary writing, or specific technical vocabulary for an instruction or explanation text	
Composition – sentences	
Vary sentence structure by using more than one clause and a range of conjunctions to extend sentences <ul style="list-style-type: none">• Secure use of co-ordinating conjunctions from KS1– and/but/or• Use of some other co-ordinating conjunctions – for/so• Secure use of subordinating conjunctions – when/if/because• Use of some other subordinating conjunctions– although/before/since/while	
Vary sentence structure by using a variety of sentence openers <ul style="list-style-type: none">• Express time, place and cause using conjunctions (e.g. when, while, so, because)• Adverbs (e.g. today, next, soon, therefore)• Prepositions (e.g. before, after, during, in)	
Show simple cohesion within sentences using pronouns and proper nouns <i>James was running towards the elephants at the zoo because they were his favourite.</i>	
Show consistent and correct use of tense throughout a piece of writing	
Use precise adjectives for description in noun phrases	
Use the present perfect form of verbs rather than simple past where appropriate to suit the genre of writing e.g. <i>I have tried/I tried</i>	
Use <i>a</i> or <i>an</i> correctly in front of a noun phrase	
Punctuation	
Use the basic punctuation taught at Key Stage 1 mostly correctly <ul style="list-style-type: none">• Capital letters (for proper nouns and the pronoun I), full stops, question marks and exclamation marks to demarcate sentences	
Use commas to separate items in a list	
Use commas to demarcate adverbs at the beginning of sentences	
Use apostrophes to show omission or singular possession	
Use some speech punctuation correctly <ul style="list-style-type: none">• Inverted commas to indicate direct speech:	

<i>"He told me that was the way to do it" suggested Barney, "but it wasn't right" replied Jason.</i>	
Spelling	
Spell some words correctly from the Y3/4 statutory spelling word list	
Spell many words with prefixes and suffixes correctly <ul style="list-style-type: none"> • dis- re- in- mis- sub- • -ful -less -ly -ment -ness 	
Spell common homophones correctly <ul style="list-style-type: none"> • there/their/they're, your/you're, are/our 	
Begin to spell Y3/4 homophones correctly <ul style="list-style-type: none"> • e.g. break/brake, fare/fair, groan/grown, hear/here, weather/whether 	
Handwriting	
Use the diagonal and horizontal strokes that are needed to join letters <ul style="list-style-type: none"> • understand which letters should be left unjoined 	

Moving beyond the standard YR3:

Composition – overall effect	
Edit and improve writing following supportive feedback from an adult The writer can use verbal or written feedback which uses grammatical terminology to make improvements to enhance the effect on the reader. <i>The elephant ran around the paddock. Can an adverb/adverbial of manner improve this?</i> <i>Full of beans, the elephant ran around the paddock.</i>	
Make ambitious word choices to engage and affect the reader The writer can use a range of ways to show accuracy beyond secure in the standard. <ul style="list-style-type: none"> • Begin to use accurate and ambitious expanded noun phrases for precise description • Use verbs to show a higher degree of accuracy or enhance meaning: <i>he walked/he ambled/he marched</i> • Use a list of adjectives/adverbs/prepositions around an object to give more detail <i>The immaculate, beautifully covered book about animals on the savannah ...</i>	
Begin to use a topic sentence to introduce a paragraph in non-fiction writing e.g.: The writer uses the first sentence to summarise what will be covered in the rest of the paragraph. Non-chronological report: <i>On the Year 3 trip to London, there are many places the children visit during the day.</i> Balanced argument: <i>There are many reasons why people are in favour of animals being kept in zoos.</i>	
Composition – sentences	
Consistently show a wide range of sentence types to show an effect on the reader The writer uses a range of sentences that changes the effect of a piece of writing to emphasise previous details.	

<p><i>More than ever before, the day went quickly. Too quickly.</i></p> <p><i>She won the race. Not only that, but she broke the world record, which had stood for ten years. Ten years!</i></p> <p>Use fronted adverbials to introduce the beginning of sentences</p> <p>The writer replaces adverbs at the start of sentences with adverbial phrases to engage the reader.</p> <p><i>Speedily, the children moved towards the house. (Using adverbs)</i></p> <p><i>At speed and in stealth mode, the children moved towards the house. (Using adverbial phrases)</i></p>	
<p>Show clear cohesion between sentences and paragraphs</p> <p>The writer can use a combination of proper nouns and pronouns to describe a character in a narrative.</p> <p>The writer can use adverbs/adverbial phrases of time/manner to join information written in paragraphs.</p>	
Punctuation	
Use a comma after a fronted adverbial	
<p>Use speech punctuation mostly correctly</p> <p>The writer uses the correct forms of beginning and end punctuation within inverted commas whilst showing awareness of a new line for a new speaker</p>	
Spelling	
Spell many words correctly from the Y3/4 statutory spelling word list	
<p>Spell most words with prefixes and suffixes correctly</p> <ul style="list-style-type: none"> • dis- re- in- mis- sub- • -ful -less -ly -ment -ness 	
<p>Spell common homophones correctly</p> <ul style="list-style-type: none"> • there/their/they're, your/you're, are/our 	
<p>Spell many Y3/4 homophones correctly</p> <ul style="list-style-type: none"> • e.g. break/brake, fare/fair, groan/grown, hear/here, weather/whether 	
Handwriting	
<p>Use neat, joined handwriting consistently</p> <ul style="list-style-type: none"> • maintain legibility, fluency and speed 	

Year 4:

Write confidently in a range of chosen text types showing awareness of audience and purpose.	
Structure and organise work clearly (e.g. letter structure, story structure, bullet points and sub-headings in reports).	
Can use interesting or ambitious words sometimes (e.g. a range of adjectives and adverbs for description).	
Begin to use paragraphs.	
Develop characters (including feelings) and describe settings (e.g. by using expanded nouns phrases and prepositional phrases).	
Extend sentences using a wider range of subordinating conjunctions (e.g. when, because, if, while, also...) to join clauses.	
Spell some words correctly from the year 3/4 spelling list.	
Can use mostly correctly full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for contraction.	
Usually join their handwriting in cursive style.	
Write in range of chosen text types confidently and independently adapting style for purpose .	
Use interesting or ambitious words appropriately.	
Develop characters (including feelings) and describe settings (e.g. using expanded nouns phrases, prepositional phrases, simile and metaphor).	
Use more sophisticated conjunctions (although, however, despite).	
Open sentences in different ways.	
Use nouns, pronouns and tenses accurately throughout.	
Attempt grammatically complex multi-clause sentence structures.	
Use paragraphs (although may not be accurate).	
Spell most words correctly from the year 3/4 spelling list.	
Use mostly correctly:	
<ul style="list-style-type: none">• Apostrophes for contraction and possession.	
<ul style="list-style-type: none">• Inverted commas in dialogue.	
Write neatly and legibly maintaining a joined, cursive handwriting style.	
Write for a range of audiences and purposes independently.	
Develop ideas selecting interesting strategies to move a piece of writing forward (e.g. asides, characterisation, dialogue with the audience, dialogue and negotiation within contexts).	
Advise assertively not confrontationally in factual writing (e.g. an important thing to consider is...).	
Use adventurous vocabulary for a purpose – some words are particularly well chosen.	
Use all year 4 punctuation (including inverted commas in dialogue) mostly accurately.	
Spell all words correctly from the year 3/4 spelling list.	

Write neatly and legibly maintaining a joined, cursive handwriting style with increasing speed.

Expected YR4:

Composition – overall effect	
<p>Write effectively and cohesively for different purposes, engaging the reader and establishing a viewpoint as the writer by commenting on characters and/or events</p> <p>in narrative: write stories with a clear structure (including a beginning, build-up, resolution etc) using paragraphs appropriately write an effective and accurate character description or setting using prepositional phrases for locating features in non-narrative: use a topic sentence to introduce a paragraph (where the first sentence summarises what is being covered in the rest of the paragraph), use accurate technical language to suit the requirement of the text, use informative organisational devices (e.g. headings, sub-headings, captions, bullet points)</p>	
Sustain cohesive writing across paragraphs in a text using increasingly accurate language choices e.g. use of nouns and pronouns to avoid repetition, or consistent use of Standard English in formal letter writing	
Composition – sentences	
<p>Consistently use a wide range of sentences with varying conjunctions that have more than one clause</p> <ul style="list-style-type: none"> Secure use of co-ordinating conjunctions from KS1– and/but/or Mostly correct use of other co-ordinating conjunctions – for/so/yet Secure use of subordinating conjunctions – when/if/because Mostly correct use of other subordinating conjunctions– although/before/since/while/as/after 	
Vary sentence structure by using fronted adverbials	
Use precise adjectives for description regularly in expanded noun phrases	
<p>Effectively use cohesion between sentences and paragraphs</p> <ul style="list-style-type: none"> Use of nouns and pronouns to support cohesion and avoid repetition Use of fronted adverbial phrases of time/manner to join information written in paragraphs 	
Show consistent and correct use of tense throughout a piece of writing	
Punctuation	
<p>Use the basic punctuation taught at Key Stage 1 mostly correctly</p> <p>Using capital letters (for proper nouns and the pronoun I), full stops, question marks and exclamation marks to demarcate sentences</p>	
Use commas for lists and to demarcate fronted adverbials	
Use apostrophes to show omission and singular possession	

Use apostrophes for plural possession with increasing confidence	
Use all speech punctuation correctly The writer uses the correct forms of punctuation within inverted commas (most importantly, the punctuation required when opening and closing direct speech) whilst showing awareness of a new line for a new speaker.	
Spelling	
Spell most words correctly from the Y3/4 statutory spelling word list	
Spell many words with prefixes and suffixes correctly: <ul style="list-style-type: none"> • il- auto- super- inter- anti- • -ation -ous 	
Spell common homophones correctly <ul style="list-style-type: none"> • there/their/they're, your/you're, are/our 	
Spell many Y3/4 homophones correctly e.g. break/brake, fare/fair, groan/grown, hear/here, weather/whether	
Handwriting	
Use neat, joined handwriting consistently <ul style="list-style-type: none"> • maintain legibility, fluency and speed 	

Moving beyond the standard YR4:

Composition – overall effect	
Can edit and improve writing with increasing independence based on generic feedback from an adult The writer is demonstrating more independence from generic use of verbal or written feedback that uses grammatical terminology to make improvements to enhance the effect on the reader.	
Make ambitious word choices to engage and affect the reader The writer can use a range of ways to show accuracy beyond what is expected at <i>Secure in the standard</i> . <ul style="list-style-type: none"> • Use of increasingly accurate and ambitious expanded noun phrases for precise description • Use of well-placed relative clauses to effectively support a main clause 	
Show variation at the beginning of sentences to build cohesion between sentences and paragraphs The writer can use a range of different ways to start sentences which link and develop ideas, events and themes across a piece of writing. <ul style="list-style-type: none"> • Vary between adverbs, adverbial phrases and prepositional phrases 	
Composition – sentences	
Use a relative clause to give more information to a main clause The writer is able to use a more complex sentence form to support a main clause. <ul style="list-style-type: none"> • Use a relative clause to give more detailed information <i>The head teacher, who had a strict reputation, stormed into the room.</i>	

Use relative pronouns to indicate a relative clause The writer can vary the use of relative pronouns to show extra information e.g. which, who, that.	
Show variation in speech punctuation The writer is varying the location of the direct speech and adding more detail to the character through additional clauses.	
Punctuation	
Use commas to indicate a relative clause in a sentence	
Use speech punctuation correctly The writer uses the correct forms of punctuation within inverted commas whilst indicating further speech from the same character.	
Spelling	
Spell most words correctly from the Y3/4 statutory spelling word list	
Use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
Spell most words with prefixes and suffixes correctly <ul style="list-style-type: none"> il- auto- super- inter- anti- -ation -ous 	
Spell most Y3/4 homophones correctly e.g. break/brake, fare/fair, groan/grown, hear/here, weather/whether	
Handwriting	
Use neat, joined handwriting consistently <ul style="list-style-type: none"> maintain legibility, fluency and speed 	

Year 5:

Write confidently in a range of chosen text types showing awareness of audience and purpose.	
Use interesting or ambitious words appropriately.	
Develop characters (including feelings) and describe settings (e.g using expanded noun phrases, prepositional phrases, simile and metaphor).	
Can use more sophisticated conjunctions for subordination (although, however, despite).	
Can open sentences in different ways.	
Can use nouns, pronouns and tenses accurately throughout.	
Attempt grammatically complex multi-clause sentence structures.	
Use paragraphs (although may not be accurate).	
Spell most words correctly from 3 4 spelling list.	
Can use mostly correctly:	
Apostrophes for contraction and possession.	
Inverted commas in dialogue.	
Write neatly and legibly in a joined, cursive handwriting style.	
Produce well-structured writing for a range of purposes	
Select the correct genre for audience and purpose and use it accurately.	
Select from a wide range of ambitious vocabulary and use it accurately.	
Use all grammar accurately except when consciously using dialect or colloquialism for purpose.	
Use complex sentence structures appropriately (including relative clauses)	
Use paragraphs consistently and appropriately.	
Spell most words correctly from the year 5/6 spelling list.	
Can use correctly:	
<ul style="list-style-type: none">Commas, dashes brackets for parenthesis	
<ul style="list-style-type: none">Inverted commas in speech	
Write neatly and legibly maintaining a joined, cursive handwriting style.	
Write for a range of audiences and purposes independently.	
Use a range of narrative techniques appropriately (e.g. dialogue to advance the action, formal and informal style, aside and suspense).	
Vary sentence length and word order for effect and to sustain interest.	
Use literacy features appropriately (alliteration, onomatopoeia, figurative language (metaphor, simile, hyperbole, symbolism)	
Use all year 5 punctuation (including inverted commas in dialogue) mostly accurately.	
Spell all words correctly from the year 5/6 spelling list.	
Write neatly and legibly maintaining a joined, cursive handwriting style with increasing speed.	

Expected YR5:

Composition – overall effect	
Write effectively and cohesively for different purposes, engaging the reader and establishing a viewpoint as the writer by commenting on characters and / or events <ul style="list-style-type: none">• in narrative: write stories with a clear structure (including a beginning, build-up, resolution etc.) using paragraphs appropriately• in non-narrative: use a topic sentence to introduce a paragraph, use accurate technical language to suit the requirement of the text, use informative organisational devices (e.g. headings, subheadings, captions, bullet points)	
Effectively describe characters and settings, maintaining a mood or atmosphere <ul style="list-style-type: none">• through the use of carefully chosen verbs <i>She dashed through the door, jumped over the desk that stood in the centre of the office and collapsed into a heap behind it.</i>• through the use of suitable adjectives, expanded noun phrases and adverbials <i>The cool, fresh water trickled gently over the rock into the tranquil pool beneath.</i> <i>The gushing water of the river rapids cascaded into the churning waters below.</i>• through the use of figurative language, e.g. similes, metaphors and personification	
Sustain cohesive writing within and across paragraphs, using increasingly accurate language choices <ul style="list-style-type: none">• Use nouns and pronouns to avoid repetition• Maintain the correct level of formality in narrative, dialogue, letters, diaries, news reports etc.	
Edit and improve writing independently <ul style="list-style-type: none">• Demonstrate independence from generic use of verbal or written feedback that uses grammatical terminology to make improvements to enhance the effect on the reader <i>An adult would suggest to a group of children, ‘Can you vary your sentence openers?’ or ‘Can you add an adverbial to create cohesion between your first two paragraphs?’.</i>	
Composition – sentences	
Consistently use a wide range of sentences with varying conjunctions that have more than one clause <ul style="list-style-type: none">• Mostly correct use of co-ordinating conjunctions, e.g. for, and, nor, but, or, yet, so• Mostly correct use of a range of subordinating conjunctions, e.g. when, if, because, although, before, since, while, as, after	
Vary sentence structure in a variety of ways, e.g. use of fronted adverbials	
Use precise adjectives for description regularly in expanded noun phrases and prepositional phrases	
Use a relative clause to effectively support a main clause	
Effectively use cohesion within and across paragraphs	
Show consistent and correct use of tense throughout a piece of writing	

Use modal verbs to indicate degrees of possibility	
Punctuation	
Consistently use the basic punctuation taught at Key Stage 1 correctly <ul style="list-style-type: none"> • Use capital letters (for proper nouns and the pronoun I), full stops, question marks and exclamation marks to demarcate sentences 	
Use commas for lists, after fronted adverbials and to separate clauses	
Use commas for clarity and to avoid ambiguity	
Use apostrophes to show omission and possession (both singular and plural)	
Use all speech punctuation correctly, including for direct and reported speech <ul style="list-style-type: none"> • Use the correct forms of punctuation within inverted commas (most importantly, the punctuation required when opening and closing direct speech) whilst showing awareness of a new line for a new speaker 	
Use of parentheses to add information to a sentence <ul style="list-style-type: none"> • Use of brackets, dashes or commas 	
Spelling	
Spell most words correctly from the Year 3/4 statutory word list	
Spell some words correctly from the Year 5/6 statutory word list	
Use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
Spell some words with the /i:/ sound spelt ei after c <ul style="list-style-type: none"> • protein, caffeine, seize, deceive, receive, perceive 	
Spell some words containing the letter-string <i>ough</i> correctly <ul style="list-style-type: none"> • ought, bought, thought, though, through, plough 	
Spell some words with prefixes and suffixes correctly <ul style="list-style-type: none"> • -cious, -tious • -able, -ible 	
Spell common homophones correctly <ul style="list-style-type: none"> • there / their/ they're, your / you're, are / our, to / too / two 	
Spell some Year 5/6 homophones correctly <ul style="list-style-type: none"> • advice / advise, device / devise, licence / license, practice / practise, prophecy / prophesy 	
Handwriting	
Use neat, joined handwriting consistently <ul style="list-style-type: none"> • maintain legibility, fluency and speed 	

Moving beyond the standard YR5:

Composition – overall effect	
Meaningfully enhance own writing through opportunities to edit The writer edits independently, making decisions (which may be based on a writer’s toolkit) about improvements that will enhance the effect on the reader.	
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader, e.g. the first person in a diary, direct address in non-narrative	
Integrate dialogue in narratives to convey character and advance the action	
Make ambitious word choices to engage and affect the reader <ul style="list-style-type: none">• Deliberately choose a range of adjectives and adverbials that enhance the meaning of sentences• Use words that have not been used during modelling to describe characters, events and feelings	
Experiment with different narrative structures <ul style="list-style-type: none">• Use flashbacks, slow reveal of details, timeslips	
Composition – sentences	
Select vocabulary and grammatical structures that reflect what the writing requires <ul style="list-style-type: none">• Use contracted forms in dialogues in narrative• Use passive verbs to affect how information is presented• Use modal verbs to suggest degrees of possibility	
Use a range of devices to build cohesion within and across paragraphs <ul style="list-style-type: none">• Use conjunctions, adverbials of time and place, pronouns, synonyms	
Show variation in speech punctuation The writer varies the location of direct speech and adds more detail to the character through additional clauses.	
Punctuation	
Use speech punctuation for split speech correctly The writer uses the correct forms of punctuation within inverted commas whilst indicating further speech from the same character.	
Spelling	
Spell most words correctly from the Year 5/6 statutory word list	
Spell most words with prefixes and suffixes correctly	
Spell most Year 5/6 homophones correctly	
Spell some words with silent letters correctly <ul style="list-style-type: none">• doubt, island, lamb, solemn, thistle, knight	
Handwriting	
Maintain legibility in joined handwriting when writing at speed	

Year 6:

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 (e.g. headings, sub-headings, bullet points)	
Use mostly correctly: capital letters, full stops, question marks, commas for lists, apostrophes for contraction	
spell correctly most words from the Y3/Y4 spelling list*	
spell some words correctly from the Y5/Y6 spelling list*	
write legibly	
write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive 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 (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
use verb tenses consistently and correctly throughout their writing	
use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)	
spell correctly most words from the Y5/Y6 spelling list* and use a dictionary to check the spelling of more uncommon or more ambitious vocabulary	
maintain legibility in joined handwriting when writing at speed	
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 range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity^	

