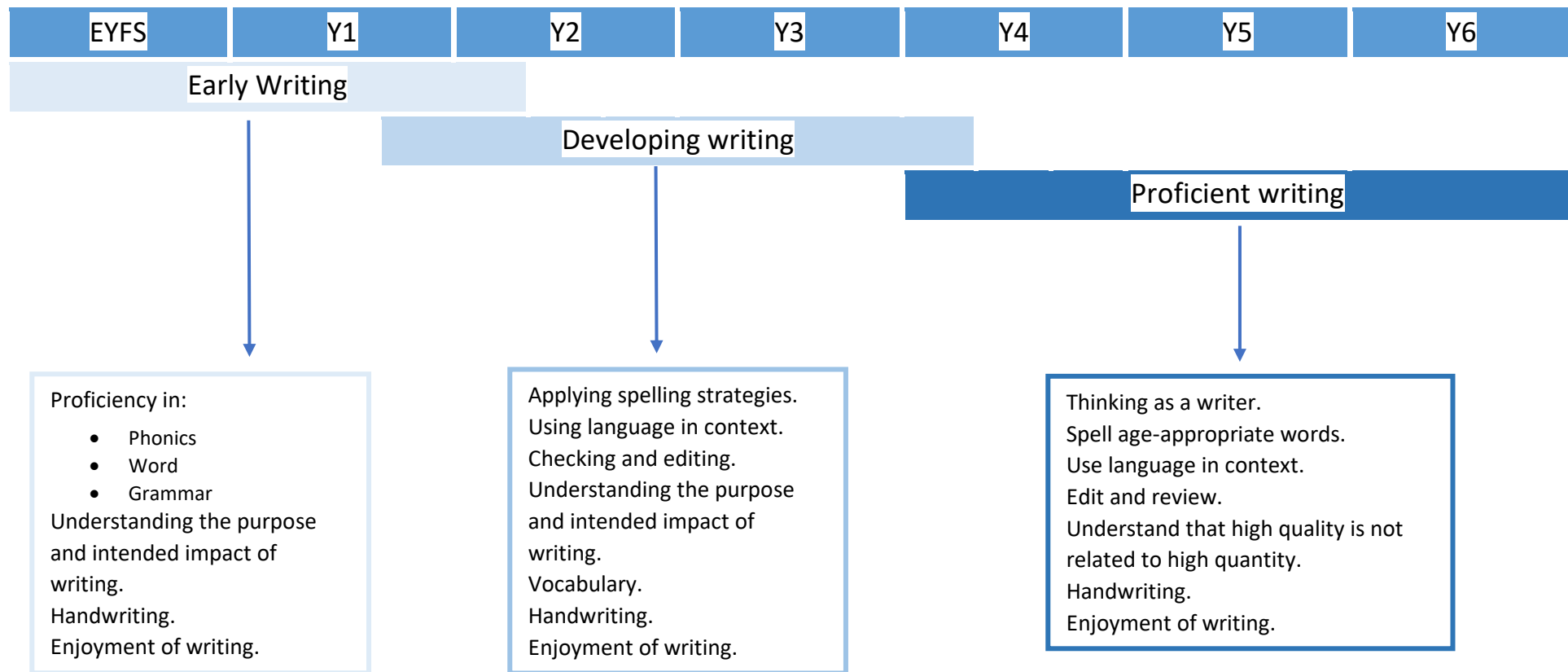


## **Writing**

### **Wembdon curriculum intent statement**

When teaching writing at Wembdon St George's, we intend to provide a strong grounding in English with knowledge and skills which will impact the future learning and development of all our pupils. The focus of our curriculum is for pupils to, know more, remember more and be able to do more. We encourage adaptability and acceptance that struggle is often a necessary step in learning which enables our pupils to be successful. Our aim is for all of our pupils to become independent writers; building on spelling, grammar, punctuation and composition as they work through each journey of writing.

‘Learning to write’ is organised developmentally into 3 stages:



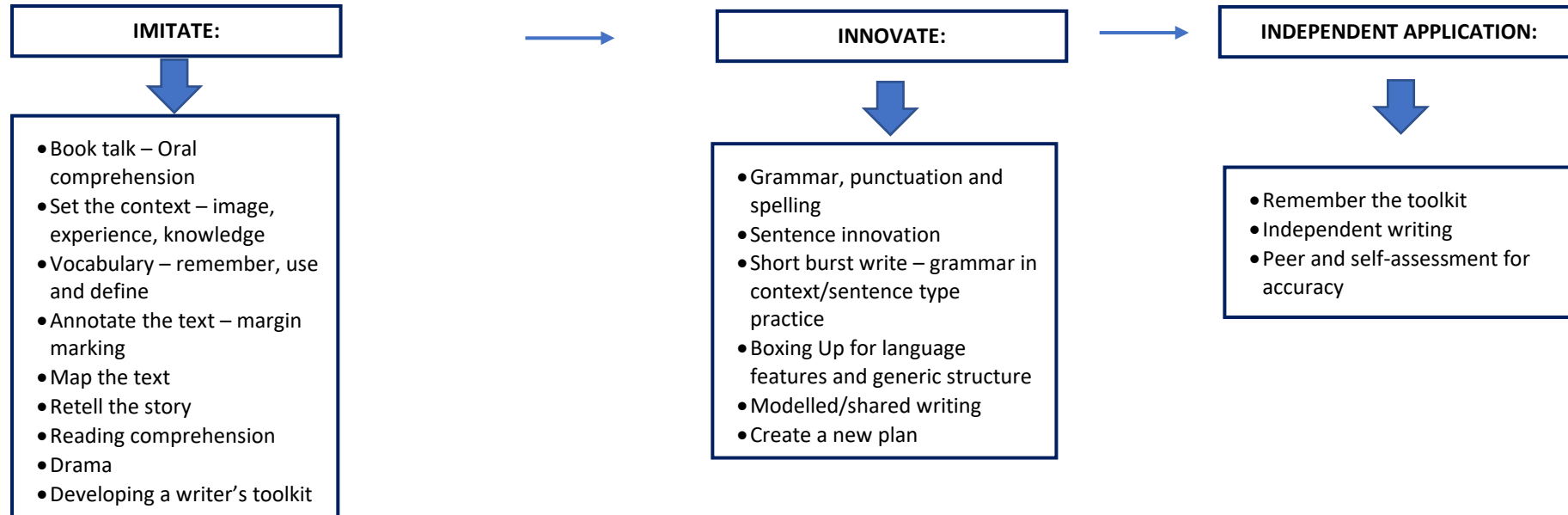
‘Early Writing’ starts in Early Years, and by the end of Key Stage 2, pupils should be working within the ‘Proficient stage,’ as competent writers who enjoy being able to express themselves confidently and independently, which is in line with National Curriculum expectations for the end of the Primary phase.

We aim to develop a love of language and the written word through a high-quality text-based approach where links have been made across the curriculum to ensure pupils also experience ‘writing to learn.’

## Wembdon implementation statement

At Wembdon, we follow the National Curriculum and use 'Talk for Writing' as a structure for planning teaching and learning in English.

Talk for Writing is a three-stage process:



The most important factor of Talk for Writing is that each stage is heavily guided and modelled in the early stages of each unit by the teacher and other adults. This gives the children the necessary tools they need to become confident writers of any genre. Talk for Writing compliments our thematic interpretation of Rosenshine's principles of instruction where teachers review materials, use targeted questioning, appropriate sequences, concepts and modelling, and a variety of stages of practice to help reinforce previously taught, and new content. Our curriculum structure and sequences, and our pedagogical approaches are adapted to be ambitious to enable us to meet the needs of pupils with SEND. Ongoing formative assessment practices identify any learning gaps within individual lessons to inform daily feedback allowing all pupils to be ready for the next lesson in the sequence. Summative assessment, and subsequent analysis, is used appropriately to inform planning and teaching.

### **Wembdon impact statement**

Class teachers are expected to make regular formative evaluations of learning that determine whether pupils are achieving. Teachers seek the advice of colleagues and leaders where individuals, or groups of pupils, are not yet achieving these expectations. Through termly moderation, staff are able to identify children who are not making expected progress, compare groups of children from different classes and ensure that classes are consistent across a year group and school. Regular CPD is provided for all staff during the year and specific CPD/support is given when a need is identified. Summative assessment is used by the Writing Lead and class teachers to measure progress and the data is then used to plan teaching and learning and deliver targeted interventions.



# TAUNTON HUB

## WRITING PROGRESSION

Writing
<b>Expected</b>
Gives meaning to marks they make as they draw, write and paint.
Begins to break the flow of speech into words.
Continues a rhyming string.
Hears and says the initial sound in words.
Can segment the sounds in simple words and blend them together.
Links sounds to letters, naming and sounding the letters of the alphabet.
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
Writes own name and other things such as labels, captions.
Attempts to write short sentences in meaningful contexts.
Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Transcription	
National Curriculum	Greater Depth Target (SPTO)
Spell: words containing each of the 40+ phonemes already taught	I can spell my word list accurately when I am writing sentences.
Spell: common exception words	I can spell more unusual words correctly and use them correctly in my writing.
Spell : the days of the week	I can spell the days of the week and use them in a sentence.
name the letters of the alphabet: naming the letters of the alphabet in order	I know the names of all the letters of the alphabet in order and out of order.
Name the letters of the alphabet: using letter names to distinguish between alternative spellings of the same sound	I use a range of sounds that can be spelled in different ways using different letters.
add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	When writing sentences, I use word endings such as -s and -es to change a word to mean more than one
add prefixes and suffixes: using the prefix un–	I add un- at the beginning of a word to create a new word when I am writing sentences.
add prefixes and suffixes: using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper and can use them in my writing.
apply simple spelling rules and guidance, as listed in English Appendix 1	I can correctly spell the words correctly in my Year 1 spelling list when I write sentences.
write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	I can write out a longer more difficult sentence told to me by my teacher.
Handwriting	
sit correctly at a table, holding a pencil comfortably and correctly	When writing, I always sit and hold a pencil correctly without help.
begin to form lower-case letters in the correct direction, starting and finishing in the right place practise these.	I can write lower case letters correctly, starting and finishing in the right place.
form capital letters	I can carefully write capital letters that are all the same size.
form digits 0-9	I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly and use them in my work.
understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to	I can tell you how some letters are similar and can be put into groups. I can write them correctly in my writing.
Composition	
write sentences by: saying out loud what they are going to write about	Before I write longer sentences, I can say out loud what I am going to write that includes more detail.
write sentences by: composing a sentence orally before writing it	I can think of and say longer sentences before I write it without support.
write sentences by: sequencing sentences to form short narratives	I can write a text by thinking of a list of sentences, ordering them in a creative way.
write sentences by: re-reading what they have written to check that it makes sense	Independently, I check my sentences make sense by carefully re-reading them.

discuss what they have written with the teacher or other pupils	I can discuss what I have written with the teacher or my friends, saying what is good and what could be improved.
read aloud their writing clearly enough to be heard by their peers and the teacher	<i>I can confidently read aloud my own writing so my friends and the teacher can hear me</i>
<b>Vocabulary Grammar Punctuation</b>	
develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words	<i>When I write, I leave spaces between my words without being reminded.</i>
develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using and	<i>I can add together two sentences that are about the same idea using 'and'</i>
develop their understanding of the concepts set out in English Appendix 2 by: beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	<i>I can tell you where I would use a capital letter, a full stop, question marks or exclamation marks in my work.</i>
develop their understanding of the concepts set out in English Appendix 2 by: using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	<i>In my writing, I use a capital letter for the names of people, places, the days of the week and when I use I.</i>
Use grammatical terminology for Year 1 understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun.	<i>In my sentences, I can make words mean more than one object by adding -s or -es. For example: dog and dogs or wish and wishes.</i>
Use grammatical terminology for Year 1 understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper].	<i>I can add endings such as -ing and -ed to words to make new words in my writing.</i>
Use grammatical terminology for Year 1 understanding how the prefix un- changes the meaning of verbs and adjectives.	<i>When discussing, I show I understand how adding un to the beginning of a range of words changes the word to mean the opposite.</i>
develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for year 1 in English Appendix 2	<i>I can put words together independently to build sentences.</i>
use the grammatical terminology in English Appendix 2 in discussing their writing	<i>I can use the grammar rules set out in my grammar list independently</i>



Year 2	
Transcription	
National Curriculum	Greater Depth Target (SPTO)
Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	I can spell words correctly by saying them out loud independently.
Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.	I am learning new ways for spelling words which sound the same but have different meanings and can use these correctly in my work.
Spell by learning to spell common exception words.	I know how to spell words that do not follow a spelling pattern and I can use them when writing.
Spell by learning to spell more words with contracted forms	I can and use spell some words by using 'rules' I already know correctly
Spell by learning the possessive apostrophe (singular) [for example, the girl's book].	I can correctly use the possessive apostrophe (singular) independently [for example: the girl's book] in my writing.
Spell by distinguishing between homophones and near-homophones	I know the difference between homophones and near-homophones and spell them correctly in my work.
Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	In my writing, I independently spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.
Apply year 2 spelling rules and guidance.	I can spell the words correctly in my Year 2 spelling list and use them in my work.
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	I can write out a longer, more complex sentence told to me by my teacher and use the correct punctuation
Handwriting	
Form lower-case letters of the correct size relative to one another.	When I write sentences, my letters are the same size.
Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	I know which letters to join up in my handwriting, and which ones are best left unjoined. I use this more consistently in my writing.
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	I can write letters and numbers independently, that are the right way round and the right size when writing sentences.
Use spacing between words that reflects the size of the letters.	I know where to leave spaces between words without being reminded.
Composition	
Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real or fictional).	I like writing longer stories about things that have happened to me or other people that are suitable for the age of the reader.
Develop positive attitudes towards and stamina for writing by writing about real events.	I am able to write longer and more detailed stories about real things that have happened.
Develop positive attitudes towards and stamina for writing by writing poetry.	Develop positive attitudes towards and stamina for writing by writing poetry.
Develop positive attitudes towards and stamina for writing by writing for different purposes.	I like to write for a range of different purposes and know their different features.

Consider what they are going to write before beginning by planning or saying out loud what they are going to write about.	Before I start my writing, I plan in detail what I am going to say either by thinking about what I want to write or by saying my ideas out loud.
Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.	I think about what I am going to write by writing down my creative ideas, important words which will help me and linking my ideas together.
Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence	I can independently write down details about what I want to include in my writing, before I begin.
Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.	I can make a range of suitable changes in my writing by listening to what others have to say about it.
Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	Once finished, I carefully re-read my work to make sure it is effective and makes sense.
Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].	I carefully check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.
Read aloud what they have written with appropriate intonation to make the meaning clear	I can read aloud my work confidently in a way which helps people understand it.
<b>Vocabulary Grammar Punctuation</b>	
Use grammatical terminology for Year 2 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	<p>I can independently use a range of punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</p> <p>I can use commas correctly when making a list of things and can use this in a short paragraph</p> <p>I can accurately use an apostrophe in my writing to show where some letters are missing from a word or to say when something belongs to someone. For example: can't means cannot.</p>
Learn how to use sentences with different forms: statement, question, exclamation, command.	I can confidently write sentences which convey different meaning for different purposes including questions and exclamations.
Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly].	Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly].
Learn how to use the present and past tenses correctly and consistently including the progressive form.	I correctly write in the present or past tense when writing.
Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).	I can independently use words such as when, if, that, because, or, and or but when I write sentences.
Use grammatical terminology for Year 2	I can independently add -ness and -er to the end of a word to make a range of new words and can create new words by joining two different words together.
Learn how to use some features of written Standard English	
Use and understand the year 2 grammatical terminology in English Appendix 2 in discussing their writing.	When I discuss my writing, I can consistently use the Year 2 grammar as set out in my Year 2 grammar list.

Year 3	
Transcription	
National Curriculum	Greater Depth Target (SPTO)
use further prefixes and suffixes and understand how to add them (English Appendix 1)	I know and use more prefixes and suffixes and understand how to use them in my writing. I can apply prefixes to form new words, such as adding super-, anti- or auto- to words I already know.
spell further homophones	I can spell some homophone confidently and use them in context in my work.
spell words that are often misspelt (English Appendix 1)	I am able to spell a range of words that are often misspelt; correctly in my writing.
place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]	I know how to use the possessive apostrophe in some plurals and use it in my writing.
use the first two or three letters of a word to check its spelling in a dictionary	When using a dictionary, I am able to use the first two letters of a word to check its meaning independently.
write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	I can correctly write sentences that have been read to me, using accurate punctuation.
Handwriting	
use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	I am beginning to join my letters more fluently when writing longer pieces.
increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other during sustained pieces of writing.
Composition	
Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	I plan my writing by evaluating similar texts written before.
Plan their writing by discussing and recording ideas	I am able to make notes independently about what I will write about across a range of styles.
Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	I use different sentence structures independently and the most effective vocabulary in my writing.
Draft and write by organising paragraphs around a theme	I can confidently draft my work into short paragraphs across a range of styles. I group ideas I write about into paragraphs and can explain why I decided to start a new paragraph.
Draft and write in narratives, creating settings, characters and plot	I can independently organise my writing using settings, characters and plot.
Draft and write in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	I can organise my writing by using headings independently across a range of styles.
Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements	I can edit my own work to add some improvements to the texts as a result of evaluating my own and others' work.
Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the	I can edit written work independently to improve it, choosing much more effective

accurate use of pronouns in sentences	vocabulary.
proof-read for spelling and punctuation errors	When I finish a piece of work I have a routine of reading it through thoroughly to correct some spelling and punctuation errors.
read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	I can read my writing out more confidently to a range of audiences in a clear manner.
<b>Vocabulary Grammar Punctuation</b>	
Develop their understanding of the concepts set out in English Appendix 2 by:	
extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	I can independently write sentences which contain more than one clause, by using a wider range of appropriate conjunctions.
using the present perfect form of verbs in contrast to the past tense	I understand and can use the present perfect form of verbs independently, which contrast to the past tense in my writing.
choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	
using conjunctions, adverbs and prepositions to express time and cause (Interim focuses on conjunctions)	I can confidently use conjunctions, adverbs and prepositions to accurately express time and cause in my writing.
using fronted adverbials	
learning the grammar for years 3 and 4 in English Appendix 2 use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	I can apply the grammar rules set out in my grammar list independently. I know when to use 'a' or 'an' confidently depending on what the next word begins with. I know a wide range of words which belong to different word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.
<b>Indicate grammatical and other features by:</b>	
using commas after fronted adverbials	
indicating possession by using the possessive apostrophe with plural nouns	I know how to use the possessive apostrophe in some plurals and use it in my writing (also in Transcription).
using and punctuating direct speech	I know that inverted commas are used to open and close what someone is saying in a text and I use it confidently in my writing.

Year 4	
Transcription	
National Curriculum	Greater Depth Target (SPTO)
Use further prefixes and suffixes and understand how to add them (English Appendix 1).	I have increased my knowledge of prefixes and suffixes and can accurately apply them in my writing.
Spell further homophones.	I can spell a wide range of number of homophones independently and can use them correctly in my work.
Spell words that are often misspelt (English Appendix 1).	I am able to spell an increasing number of words that are often misspelt and include them in my writing.
Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].	I know how to use the possessive apostrophe independently and accurately in words with regular and irregular plurals.
Use the first two or three letters of a word to check its spelling in a dictionary.	When using a dictionary, I can use the first three letters of a word to check its meaning independently.
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	I can write more complex sentences from memory that have been dictated to me, using the correct punctuation.
Handwriting	
Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	In handwriting, I know which letters are appropriate to join and I can join them consistently.
Increase 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].	My joined handwriting is fluid from letter to letter with all letters the same height and the correct distance apart from each other.
Composition	
Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	I independently plan my writing by comparing and discussing similar texts I have written before - identifying and evaluating the structure and vocabulary.
Plan their writing by discussing and recording ideas.	I am able to use a range of creative ideas to plan my writing.
Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).	I am using a wider range of sentence structures and a more creative, richer vocabulary in my writing.
Draft and write by organising paragraphs around a theme.	I can draft my work into suitable paragraphs.
Draft and write by creating settings, characters and plot in narratives.	I can organise my writing using a wide range of effective settings, characters and plot.
Draft and write by using simple organisational devices in non-narrative material [for example, headings and sub-headings].	I can organise my writing independently by using headings and sub-headings.
Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.	I can edit my own work and that of others and add a range of valid improvements to the texts.

Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	I can edit written work to effectively improve the use of grammar.
Proof-read for spelling and punctuation errors.	When I finish a piece of work I will read it through thoroughly to correct all spelling and punctuation errors if present.
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	I can confidently read my writing out, engaging an audience in an interesting and clear manner.
<b>Vocabulary Grammar Punctuation</b>	
Indicate grammatical and other features by using commas after fronted adverbials.	I use commas after fronted adverbials independently - such as 'Later that day, I heard the bad news'.
Develop their understanding of the concepts set out in English Appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	I am beginning to develop my understanding of choosing nouns and pronouns appropriately and independently to enhance my writing.
Develop their understanding of the concepts set out in English Appendix 2 by using fronted adverbials.	I can use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example: 'Later that day, I heard the bad news'.
Use grammatical terminology for Year 4 understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].	I know I should not write in the same way that I talk and I should write in Standard English when necessary.
Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns.	I always show I know how to correctly apply the possessive apostrophe with plural nouns in my writing.
Indicate grammatical and other features by using and punctuating direct speech.	I can punctuate speech in a text accurately.
Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading.	I can talk about my work using the learning from my Year 4 grammar list independently.
Develop their understanding of the concepts set out in English Appendix 2 by using expanded noun phrases to convey complicated information concisely.	I independently describe nouns in careful detail when I need to write about a complex object. For example: I use 'a dripping, shaggy dog' instead of 'a dog'.

<b>Year 5</b>	
<b>Transcription</b>	
<b>National Curriculum</b>	<b>Greater Depth Target (SPTO)</b>
use further prefixes and suffixes and understand the guidance for adding them	I add some prefixes and suffixes to create other words and use them in my writing.
spell some words with 'silent' letters [for example, knight, psalm, solemn]	I can spell some words that include silent letters and use them in context in my work.
continue to distinguish between homophones and other words which are often confused	I know some words sound the same but are spelled differently and include them in my writing independently.
use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1	I more confidently use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually and use these in my writing.
use dictionaries to check the spelling and meaning of words	I am beginning to use a dictionary to check how words are spelled and what words mean independently.
use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	I use the first three letters of a word to quickly find it in a dictionary accurately.
use a thesaurus.	I am beginning to use a thesaurus to improve my vocabulary use, finding the most

	appropriate words in my text.
<b>Handwriting</b>	
write legibly, fluently and with increasing speed by: 1) choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters 2) choosing the writing implement that is best suited for a task.	I make sure others can read my handwriting with ease, across sustained pieces of writing.  I can explain why I choose the writing tool that is best suited for a task.
<b>Composition</b>	
Planning: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	I am beginning to plan the structure of my writing by thinking more clearly about the audience for my text and the purpose of the writing.
Planning: noting and developing initial ideas, drawing on reading and research where necessary	I plan my writing by making notes independently and then creatively develop my initial ideas.
Planning: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	I plan my writing by using the most effective ideas from how other authors have developed their characters and settings creatively.
Draft & Write: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	I draft and write by selecting the most effective grammar and vocabulary to enhance my work, justifying my choices.
Draft & Write: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	I review my work to add creative description to develop settings and characters.
Draft & Write: précisising longer passages	I can precis a passage independently without losing the meaning of the text.
Draft & Write: using a wide range of devices to build cohesion within and across paragraphs	I can use details across my texts to help link paragraphs together into a full text more confidently.
Draft & Write: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	I use headings and bullet points to structure my writing independently.
Evaluate & Edit: assessing the effectiveness of their own and others' writing	I evaluate and edit my work to think about whether it can be improved based on what I have read.
Evaluate & Edit: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	I edit my texts to improve their content effectively.
Evaluate & Edit: ensuring the consistent and correct use of tense throughout a piece of writing	I independently use the correct tense throughout sustained piece of writing in different styles.
Evaluate & Edit: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	I use singular and plural words accurately and I know my writing should not be the language of speech.
proof-read for spelling and punctuation errors	I can read through my work to correct some spelling and punctuation mistakes independently.
perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	I confidently read aloud my own work to a range of different audiences so the meaning is clear to the listeners.
<b>Vocabulary Grammar Punctuation</b>	
recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	

using passive verbs to affect the presentation of information in a sentence	
using the perfect form of verbs to mark relationships of time and cause	I can make the structure of my paragraphs more cohesive by using a wider range of conjunctions independently. I confidently link ideas across paragraphs - using time [for example: later], place [for example: nearby] and number [for example: secondly] or tense choices [for example: he had seen her before].
using expanded noun phrases to convey complicated information concisely	I can confidently convert nouns or adjectives into verbs using a wider range of suffixes [for example -ate; -ise; -ify].
using modal verbs or adverbs to indicate degrees of possibility	I confidently use and apply modal verbs (such as can, could, may, might, must, will, would, and shall, should) to explain how something might be possible.
using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	I begin sentence clauses with who, which, where, when, whose, that or with independently.
learning the grammar for years 5 and 6 in English Appendix 2	I can talk confidently about my work using all of the learning from my Year 5 grammar list independently. I understand and can confidently apply range of verb prefixes (such as dis-, de-, mis-, over- and re-).
using commas to clarify meaning or avoid ambiguity in writing	I use commas independently to structure my sentences and clarify the meaning of a text.
using hyphens to avoid ambiguity	
using brackets, dashes or commas to indicate parenthesis	I always use brackets, dashes or commas when required to create an explanation section in a sentence.
using semi-colons, colons or dashes to mark boundaries between independent clauses	
using a colon to introduce a list	
punctuating bullet points consistently	
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	I can talk confidently about my work using all of the learning from my Year 5 grammar list independently

## Year 6

### Transcription

National Curriculum	Greater Depth Target (SPTO)
Use further prefixes and suffixes and understand the guidance for adding them.	I use and apply prefixes and suffixes using the rules we have worked on in class.
Spell some words with 'silent' letters [for example, knight, psalm, solemn].	I can spell more words that include silent letters independently, such as knight, psalm and solemn.
Continue to distinguish between homophones and other words which are often confused.	I know a range of words that sound the same but are spelled differently and can confidently point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').



Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.	I confidently apply the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.
Use dictionaries to check the spelling and meaning of words, including those of uncommon or more ambitious vocabulary.	I use a dictionary accurately to check how words are spelled and what words mean.
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	I use the first four letters of a word to quickly find it in a dictionary independently
Use a thesaurus.	I use a thesaurus to confidently improve my vocabulary use, using a wider set of different words in my text.
<b>Handwriting</b>	
<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul>	
<b>Composition</b>	
<p>plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	<p>I plan the structure of my writing by accurately identifying the audience for my text and the purpose of the writing.</p> <p>I plan my writing independently by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</p> <p>I plan my writing by considering in detail how other authors have developed characters and settings.</p>
<p>draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>	<p>I draft and write by always selecting the most appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>I review my work to creatively describe and develop settings, characters and the narrative atmosphere.</p> <p>I can precis a longer passage independently to create a short text with the same meaning.</p> <p>I confidently apply a wider range of themes and details across my texts to help link paragraphs together into a flow of text.</p> <p>I apply headings, bullet points and underlining independently to structure and guide a reader through my writing.</p>
evaluate and edit by:	I confidently evaluate and edit my work by comparing my texts with the work of others'

<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>	<p>and explore whether my writing is the high quality I expect.</p> <p>I evaluate and independently edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.</p> <p>I always ensure I use the consistent and correct use of tense throughout a piece of writing.</p> <p>I independently edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.</p>
perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	I confidently read aloud my own work so the meaning is clear, fluent and flows correctly.
proof-read for spelling and punctuation errors	I accurately proof-read my work to correct spelling and punctuation mistakes.
<b>Vocabulary Grammar Punctuation</b>	
<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in English Appendix 2</li> </ul>	<p>I use hyphens confidently to ensure the reader understands exactly what I mean. For example- man eating shark is not the same as man-eating shark.</p> <p>I can write out formal speech or texts applying a wider range of appropriate vocabulary.</p> <p>I independently use a range of passive verbs to affect the focus of information in a sentence - for example: I can change 'Sam repaired the car' into 'The car was repaired by Sam'.</p> <p>I know many words have similar meanings (synonyms) and others have opposite meanings (antonyms) and I choose the most suitable word for its effect.</p> <p>I independently link ideas fluently across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.</p>
<p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> </ul>	<p>I can confidently mark out separate clauses in a sentence by using a semi-colon or colon.</p> <p>Independently, I can punctuate speech accurately using speech marks and other punctuation.</p> <p>Independently, I use bullet points accurately and use a colon to introduce a list.</p>
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading	I can talk about my work using the learning from my Year 6 grammar list in greater depth.