

Writing Progression Nursery		
Area of study	Birth to 3	3 – 4 years
<b>Literacy</b>		
Writing	Enjoy drawing freely.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
	Add some marks to their drawings, which they give meaning to. For example: "That says mummy."	Write some or all of their name.
	Make marks on their picture to stand for their name.	Write some letters accurately.
<b>Physical Development</b>		
Fine Motor Skills	Develop manipulation and control.	Use one-handed tools and equipment
	Explore different materials and tools.	Use a comfortable grip with good control when holding pens & pencils.
	Use large & small motor skills to do things independently	Show a preference for a dominant hand.

Writing Progression Reception		
Area of study	Reception	ELG
<b>Literacy</b>		
Writing	Form lower-case and capital letters correctly.	Write recognisable letters, most of which are correctly formed.
	Spell words by identifying the sounds and then writing the sound with letter/s.	Spell words by identifying sounds in them and representing the sounds with a letter or letters.
	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	Write simple phrases and sentences that can be read by others.
	Re-read what they have written to check that it makes sense	
	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	
<b>Physical Development</b>		
Fine Motor	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

**Year 1 English progression**

Area of study	Skills
<b>Writing transcription - Phonic &amp; Whole Word Spelling</b>	
Spell words containing each of the 40+ phonemes already taught	Spell simple high-frequency words at Set 2 of RWInc Phonics. Usually correctly spell high-frequency words at Set 3 of RWInc Phonics: <i>e.g. playground, complete</i> . Consistently correctly spell high-frequency words at Set 3 of RWInc Phonics.
Spell common exception words	Make phonically plausible attempts at common exception (irregular) words, some of which are correctly spelt. Make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt: <i>e.g. pupil writes 'frend' instead of 'friend' or 'yoo' instead of 'you' (see Appendix 1 p 44 and refer to school phonics scheme)</i> . Make phonically plausible attempts at all common exception (irregular) words, almost all of which are correctly spelt.
Spell the days of the week	Make phonically plausible attempts at spelling days of week. Correctly spell all the days of the week. Confidently and quickly spell days of week correctly.
Naming the letters of the alphabet in order	Recognise some letters of the alphabet: <i>e.g. letters in own name</i> . Name the letters of the alphabet in order. Say letters in alphabetical order confidently, starting with any letter.
Using letter names to distinguish between alternative spellings of the same sound	With support pupil, use some letter names to distinguish between alternative spellings of the same sound. Use letter names to distinguish between alternative spellings of same sound: <i>e.g. says letter names when spelling 'ai' as in rain and 'ay' as in play</i> . Consistently and confidently use letter names to distinguish between alternative spellings of the same sound.
<b>Writing transcription - Other Word Building Spelling</b>	
Add prefixes & suffixes using the spelling rule for adding -s or -es as plural marker for nouns & third person singular marker for verbs	With support, use the spelling rule...etc. Independently and with some inconsistencies use the spelling rule: <i>e.g. cats, thanks, catches</i> . Consistently and confidently uses the spelling rule.
Add prefixes and suffixes using the prefix un-	With support, use the prefix un- in own writing. Independently use the prefix un- in own writing: <i>e.g. unhappy, undo, unfair</i> . Consistently and confidently uses the prefix un- in own writing.
Add prefixes & suffixes using -ing, -ed, -er and -est where no change is needed in spelling of root words: <i>e.g. helping, helped, helper, eating, quicker, quickest</i>	With support, use the suffixes -ing, -ed, -er and -est in own writing. Independently use the suffixes -ing, -ed, -er and -est in own writing: <i>e.g. buzzing, buzzed, buzzer, grander, grandest</i> . Consistently and confidently use suffixes -ing, -ed, -er and -est in own writing.
<b>Writing transcription - Transcription</b>	
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	With support, write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling some of them correctly. Independently write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling most of them correctly: <i>e.g. Tom had a lot of gifts and cards for his sixth birthday</i> . Confidently and quickly write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling them correctly.

<b>Writing transcription - Handwriting</b>	
Sit correctly at a table, holding a pencil comfortably and correctly	Sometimes sit correctly at a table & with support holds the pencil usually using the correct pencil grip in preferred hand.
	Sit correctly at a table and holds the pencil using the correct pencil grip in preferred hand.
	Almost always sits correctly at a table and always holds the pencil using the correct grip in preferred hand.
Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Write some recognisable letters: <i>e.g. letters from their own name.</i>
	Write letters, most of which are correctly formed.
	All letters are correctly, confidently and quickly formed.
Form capital letters	Correctly form some recognisable capital letters.
	Correctly form most capital letters
	Confidently and quickly correctly form all capital letters.
Form digits 0-9	With support, write some recognisable digits.
	Independently write all digits 0–9, most of which are correctly formed.
	Independently write all digits 0?9, all of which are correctly formed.
Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	Identify some handwriting families and uses this knowledge to remember correct letter formation when writing.
	Correctly identify all handwriting families and sort most letters into them: <i>e.g. pupil can say 'the long ladder family' contains the letters: l, b, l, j, t, u.</i> and uses this knowledge to remember correct letter formation when writing.
	Correctly ID all handwriting families & sort all letters into them, use this knowledge to remember correct letter formation when writing.
<b>Writing composition - Planning and Drafting Writing</b>	
Write sentences by: saying out loud what they are going to write about	With support, decide on a topic for writing and say what they will write about.
	Usually decide on a topic for writing and say what they will write about.
	Almost always decide on a topic for writing and say what they will write about.
Write sentences by: composing a sentence orally before writing it	With support, compose a sentence orally ready to replicate it in writing.
	Independently compose a sentence orally ready to replicate it in writing.
	Quickly and confidently compose a sentence orally ready to replicate it in writing.
Write sentences by: sequencing sentences to form short narratives	Some ideas are linked together.
	Ideas are sequenced appropriately: <i>e.g. stories have a beginning, middle and an end.</i>
	Ideas are developed in a sequence of sentences.
Write sentences by: re-reading what they have written to check that it makes sense	With support, re-read what they have written to check that it makes sense.
	Usually & independently, re-read what have written to check it makes sense & begin to be able to correct if it doesn't.
	Confidently & consistently re-read what have written to check it makes sense & know what to do to correct it if it does not.
<b>Writing composition - Editing Writing</b>	
Discuss what they have written with the teacher or other pupils	Sometimes make comments on what they have written.
	Listen and sometimes respond by making comments in discussion with teacher about what they have written: <i>e.g. 'Oops, I forgot to put a capital letter after that full stop.'; 'I used my sounds to help me spell that long word.'</i>
	Make several relevant points in discussion with teacher about what they have written.
<b>Writing composition – Performing Writing</b>	
	With support, read their writing aloud clearly enough to be heard by a small group.

Read aloud their writing clearly enough to be heard by their peers and the teacher	Read their writing aloud clearly enough to be heard by their peers and teacher. Independently and consistently read aloud clearly enough to be heard by their peers and teacher.
<b>Writing vocabulary, grammar and punctuation - vocabulary</b>	
<b>Develop their understanding of the concepts set out in English Appendix 2 by:</b> leaving spaces between words	When prompted, leave spaces between words. Usually leave spaces between words. Almost always leave spaces between words.
<b>Writing vocabulary, grammar and punctuation - grammar</b>	
<b>Develop their understanding of the concepts set out in English Appendix 2 by:</b> joining words and joining clauses using and	Begins to join words and clauses with 'and'. Confidently and correctly joins words and clauses with 'and': <i>e.g. I went to the park and played on the swing.</i> Confidently and correctly uses 'and' in lists and to join clauses, and is beginning to use other conjunctions <i>e.g. if, so, but, because, when independently to join clauses.</i>
<b>Writing vocabulary, grammar and punctuation - punctuation</b>	
Capital letters, full stops, question marks and exclamation marks to demarcate sentences	Beginning to demarcate simple & compound sentences accurately and is aware of use of question marks and exclamation marks as alternatives to full stop. Not always consistent in accurate sentence demarcation across a range of dictated and independent writing Demonstrate simple & compound sentences reliably; sometimes use question marks and exclamation marks as alternatives to the full stop appropriately. Consistent in accurate sentence demarcation across range of dictated and independent writing Confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing and may be beginning to experiment with commas.

**Year 2 English progression**

Area of study	Skills
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**Writing transcription - Phonic & Whole Word Spelling**

Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	Sometimes spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are often phonically plausible.
	Usually spell single syllable & multi-syllabic words by segmenting spoken words into phonemes & then representing all phonemes by graphemes in the right order. Spellings are usually phonically plausible: <i>e.g. yestirday, exsighting, speshall.</i>
	Spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are almost always phonically plausible and increasingly correct.
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	With support, spell single-syllable and multi-syllabic words containing new spellings of known phonemes. Pupils can distinguish between, and sometimes spell, common homophones.
	Usually spell single-syllable and multi-syllabic words containing new spellings of known phonemes: <i>e.g. race, ice, knock, gnat, typewriter, margarine, muckspreader</i> (see Appendix 1 pg 45). Pupil can distinguish between and usually correctly spell common homophones, <i>e.g. some/sum, blew/blue, knight/night.</i>
	Spell single-syllable and multi-syllabic words containing new spellings of known phonemes. Pupil can distinguish between, and almost always correctly spell, common homophones.
Spell by: learning to spell common exception words	Make phonically plausible attempts at common exception (irregular) words, some of which are correctly spelt.
	Make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt: <i>e.g. door, because, sugar, people</i> (see Appendix 1 pg 48 and refer to RWI phonics scheme).
	Make phonically plausible attempts at all common exception (irregular) words, almost all of which are correctly spelt.
Spell by: distinguishing between homophones and near-homophones	With support, distinguish between and sometimes correctly spell homophones and near-homophones.
	Usually distinguish between, and correctly spell, homophones and near-homophones: <i>e.g. there/their/they're, here/hear, quite/quiet, see/sea, bare/bear</i> (see Appendix 1 pg 48).
	Consistently and confidently distinguish between and almost always correctly spell homophones and near-homophones.

**Writing transcription - Other Word Building Spelling**

Spell by: learning the possessive apostrophe (singular): <i>e.g. the girl's book</i>	With support, place the possessive apostrophe accurately in words with singular nouns.
	Usually place the possessive apostrophe accurately in singular nouns: <i>e.g. Megan's, Ravi's, the girl's, the child's, the man's</i> (see Appendix 1, pg 47).
	Consistently and confidently place the possessive apostrophe accurately in words with singular nouns.
Spell by: learning to spell more words with contracted forms	With support, place apostrophe accurately in words to show where a letter or letters would be if words were written in full.
	Usually place the apostrophe accurately in words to show where a letter or letters would be if the words were written in full: <i>e.g. can't – cannot, didn't – did not, hasn't – has not, couldn't – could not, it's – it is. I'll – I will</i> (see Appendix 1 pg 47).
	Consistently & confidently place apostrophe accurately to show where a letter or letters would be if words written in full.
Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	With support, apply the suffixes -ment, -ness, -ful, -less, -ly to words ending in a consonant: <i>e.g. enjoyment, sadness, playful, hopeless, sadly.</i>
	Usually correctly apply the suffixes -ment, -ness, -ful, -less, -ly to root words ending in a consonant and to exception words ending in -y: <i>e.g. merriment, happiness, plentiful, penniless, happily</i> (see Appendix 1, pg 47).
	Correctly & consistently apply suffixes -ment, -ness, -ful, -less, -ly to root words ending in consonant & to exception words ending in -y.

<b>Writing transcription - Transcription</b>	
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Remember and write a dictated sentence, applying phonic knowledge and taught punctuation with some accuracy.
	Usually remember and write a dictated sentence that include words using the GPCs and common exception words taught so far, spelling most of them correctly and applying phonic knowledge and punctuation accurately: <i>e.g. The farmer had eight sheep, two dogs and four children.</i>
	Scan consistently & confidently remember & write a dictated sentence, applying phonic knowledge/punctuation accurately.
<b>Writing transcription - Handwriting</b>	
Form lower-case letters of the correct size relative to one another	Correctly form some lower-case letters as outlined in the handwriting policy, showing some control over their size.
	Correctly form most lower-case letters as outlined in handwriting policy, showing some consistency and control over their size. Presentation is neat.
	Form almost all lower-case letters correctly as outlined in the school's handwriting policy, with consistent control over their size. Presentation is almost always neat.
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	With support, sit correctly at a table, hold a pencil with correct grip and correctly form and begin to join some letters in line with writing policy.
	Sit correctly at a table, hold a pencil with correct grip, correctly form and join some letters in line with writing policy.
	Consistently & confidently sit correctly at a table, hold a pencil with correct grip and correctly form and begin to join most letters in line with the school's writing policy.
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	Form some capital letters, digits and lower-case letters showing some control over the orientation and size.
	Form most capital letters, digits and lower-case letters showing good control over the orientation and size.
	Form almost all capital letters, digits and lower-case letters showing consistent control over the orientation and size.
Use spacing between words that reflects the size of the letters	Sometimes leave appropriately sized spaces between words.
	Usually leave appropriately sized spaces between words: <i>e.g. knows to leave room for own lower-case letter a between words.</i>
	Consistently leave appropriately sized spaces between words.
<b>Writing composition – context for writing</b>	
Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)	Attempt to write a simple narrative about personal experiences with some features of the given form used.
	Write a narrative about personal experiences & that of others sustaining sufficient features of given form, such as correct choice of, & consistent use of, present/past tense incl progressive forms of verbs: <i>e.g. It was my birthday last week. I went to the zoo with Ben, Kyle, Sam and Oli. We saw...</i>
	Write longer narrative about personal experiences & that of others sustaining clear & approp features of given form.
Develop positive attitudes towards and stamina for writing by: writing about real events	Attempt to write about real events with some features of the given form used.
	Write about real events sustaining sufficient features of the given form: <i>e.g. correct choice of, and consistent use of, present/past tense including progressive forms of verbs.</i>
	Write a longer text about real events using the clear and appropriate features of the given form.
Develop positive attitudes towards and stamina for writing by: writing poetry	With support, show characteristics of chosen form based on the structure of known poems.
	Organise writing to reflect the chosen form, some basic layout conventions are used with a variety of words chosen for effect based on the structure of known poems: <i>e.g. write in four-line stanzas, selecting some rhyming words.</i>
	Confidently and consistently uses appropriate structure and language of the chosen form.
	With support, write simple narratives, simple poems and simple recounts of real events; writing stamina is developing.

Develop positive attitudes towards and stamina for writing by: writing for different purposes	Write simple narratives, simple poems, simple recounts of real events for diff purposes; some evidence of writing stamina.
	Confidently write more complex narratives, poems, recounts and reports about real events for different purposes, showing writing stamina.
<b>Writing composition - planning and drafting writing</b>	
Consider what are going to write before beginning by: planning or saying out loud what aregoing to write about	With support, say or record in writing or pictorially their ideas for writing.
	Usually say or record in writing or pictorially their ideas for writing: e.g. draw or explain a simple story map or a story plan.
	Almost always say or record in writing or pictorially their ideas for writing.
Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence	With some support, compose and orally rehearse what they want to say, sentence by sentence.
	Usually compose and orally rehearse what they want to say, sentence by sentence: <i>e.g. compose sentence orally and use phonic knowledge to segment to spell words, write letters/words using agreed handwriting style.</i>
	Consistently encapsulate what they want to say, sentence by sentence.
Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary	With support, write down some ideas, key words and new vocabulary and use them to improve their own writing.
	Independently, write down some ideas, key words and new vocab & use to improve own writing: <i>e.g. on mini whiteboards, pupils 'magpie' some powerful 'wow' words or ideas heard in the whole class introduction or main teaching session to use in their own writing.</i>
	Confidently write down some ideas, key words and new vocab and enthusiastically seek more to use to improve own writing.
<b>Writing composition - editing writing</b>	
Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils	With the teacher, reflect on what have written, making some suggestions for improvement.
	With the teacher and making reference to success criteria, reflect on what they have written, making suggestions for improvement: <i>e.g. after reading through the success criteria again with the teacher, pupil realises that they did not number their instructional sentences. They amend this by rechecking the order and adding numerals.</i>
	Independently reflect on what they have written, making suggestions for improvement linked to success criteria.
Make simple additions, revisions and corrections to their own writing by: re-reading to check that writing makes sense & that verbs to indicate time used correctly and consistently, inc verbs in continuous form	With support, reread writing to check it makes sense, making some suggestions on how to correct errors.
	Reread writing to check it makes sense and know how to correct errors in the use of verbs, incl in continuous form: <i>e.g. pupil originally writes 'I sitted under the tree and eated my sandwich at lunchtime.' After checking, pupil amends 'sitting' to sat, 'eated' to ate.</i>
	Consistently and confidently reread their writing to check it makes sense and knows how to correct errors in the use of verbs to indicate time, including in the continuous form.
Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)	With support, spot some of own and others' spelling and punctuation errors but not always notice errors in the most recently taught spelling patterns and punctuation items.
	Usually spot most of own and others' spelling and punctuation errors quickly and know how to correct them, incl errors in most recently taught grammar, spelling patterns, punctuation items: <i>e.g. That's an exclamation because she's shouting for help so you need to use an exclamation mark instead of a full stop</i>
	Consistently & confidently spot almost all of own and others' spelling & punctuation errors quickly & know how to correct them, incl errors in most recently taught spelling patterns and punctuation items. Draws on own further knowledge from personal reading to spot/correct errors in some spelling patterns & punctuation items not yet taught.
<b>Writing composition – performing writing</b>	
Read aloud what they have written with appropriate intonation to make the meaning clear	With support, read their writing aloud with some expression to make the meaning clear.
	Read their writing aloud with expression to make the meaning clear.
	Consistently and confidently read their writing aloud with expression to make the meaning clear to all.

Writing vocabulary, grammar and punctuation - vocabulary	
Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly	Sometimes use expanded noun phrases to describe and specify.
	Usually use expanded noun phrases to describe and specify: <i>e.g. the blue butterfly, plain flour, the man on the moon.</i>
	Consistently use expanded noun phrases to describe and specify.
Writing vocabulary, grammar and punctuation - grammar	
Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	With support, use subordination.
	With some consistency, correctly use subordination and coordination: <i>e.g. You need to pack your coat because it is going to rain later. Remember to take your packed lunch and don't forget your bookbag.</i>
	Confidently and consistently use subordination and coordination.
Learn how to use: sentences with different forms: statement, question, exclamation, command	Sometimes structure statements, questions, exclamation sentences and commands.
	Correctly structure statements, questions, exclamation sentences and commands: <i>e.g. The colourful butterfly flew from flower to flower; Where do clouds come from?; Beware...whirlwinds can kill!; Sift the flour and mix into the other ingredients.</i>
	Confidently and consistently correctly structure statements, questions, exclamation sentences and commands.
Learn how to use: the present and past tenses correctly and consistently including the progressive form	With support, and with some inconsistency make the correct choice in use of present and past tense.
	Consistently make the correct choice in use of present and past tense including the use of the progressive form of verbs in the present and past tense: <i>e.g. Pupil writes 'She is drumming, she drummed, she was drumming.'</i>
	Confidently and consistently make the correct choice in use of present and past tense including the use of the progressive form of verbs in the present and past tense.
Learn how to use: some features of written Standard English	With some inconsistency correctly use some features of standard written English.
	With some consistency, correctly use features of standard written English: <i>e.g. consciously uses spelling, grammar and punctuation. They use these grammatical terms to discuss their own writing: 'My spelling is better in the middle of the story but I keep forgetting to use a capital letter for Wednesday.'</i>
	Confidently and consistently use features of standard written English.
Writing vocabulary, grammar and punctuation - punctuation	
Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).	When prompted, use commas in lists, demarcate simple and compound sentences reliably and sometimes use ? and ! as alternatives to the full stop appropriately. Not yet consistent in accurate sentence demarcation across a range of dictated and independent writing. Aware of apostrophes used to mark where letters are missing in spelling and to mark singular possession in nouns but not yet reliable in their use, sometimes adds redundant apostrophe to regular plurals.
	Confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupil can deploy apostrophes accurately for contractions and to show possession.
	confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupil can deploy apostrophes accurately for contractions and to show possession and may be beginning to experiment with inverted commas to punctuate direct speech and apostrophes to mark possession in plural nouns.



	Year 3 English progression	Year 4 English progression
<b>Area of study</b>		
<b>Writing transcription - Phonic &amp; Whole Word Spelling</b>		
Spell further homophones	With support, pupil can distinguish between and sometimes correctly spell further homophones and near-homophones.	
	Usually distinguish between and correctly spell further homophones and near-homophones: <i>e.g. Y3. pair/pear/pare, loose/lose, wait/weight, rain/reign, are/our, brake/break. Y4 - whose/who's, peace/piece, whether/weather, medal/meddle</i>	
	Consistently and confidently distinguish between, and almost always correctly spell, further homophones and near-homophones.	
Spell words that are often misspelt (English Appendix 1)	When prompted able to identify, own most common spelling mistakes & the commonly misspelled words from the 3/4 list	When prompted, identify their most common spelling mistakes and can use one or two taught strategies to reduce them.
	ID own most common spelling mistakes and commonly misspelled words from the 3/4 list on pg 64 and begin to be able to use one or two taught strategies to reduce misspellings: <i>e.g. sounding out Wednesday, having a frequently updated, laminated, personalised word mat with own most common errors.</i>	Independently ID their most common spelling mistakes & select most approp from range of taught strategies to reduce them: <i>e.g. phonics first approach; identifying the tricky bits; starting with the root words and adding affixes; creating a mnemonic sentence; remembering the spelling of library by exaggeratedly pronouncing the word to emphasis the tricky bits: lie-brare-ee.</i>
	Consistently and confidently correctly spell words where the letters do not match the sound.	Readily ID most common spelling mistakes & confidently select most approp from range of taught strategies to reduce them.
<b>Writing transcription - Other Word Building Spelling</b>		
Place the possessive apostrophe accurately in words with regular plurals: <i>e.g. girls', boys'</i> and in words with irregular plurals: <i>e.g. children's</i>	With support, place the possessive apostrophe accurately in words with regular plurals.	With support, place possessive apostrophe accurately in words with regular plurals, & words with irregular plurals. With prompting, can explain this punctuation rule to others.
	Usually place the possessive apostrophe accurately in words with regular plurals: <i>e.g. girls', boys' animals' and in words with irregular plurals: e.g. women's, men's, sheep's.</i>	Usually place possessive apostrophe accurately in words with regular plurals: <i>e.g. girls', boys', animals'</i> and in words with irregular plurals <i>e.g. men's, women's people's, children's, mice's.</i> Usually explain rule to others, spotting and correcting errors in own and others' writing.
	Consistently and confidently, place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.	Consistently and confidently, place possessive apostrophe accurately in words with regular plurals and in words with irregular plurals (see left). Almost always explain rule to others, quickly spotting and correcting errors in own and others' writing.
Use further prefixes and understand how to add them (English Appendix 1)	With support, spell words with prefixes without any other associated changes in spelling.	When prompted, spell words with prefixes without any associated changes in spelling. Explain meaning of some prefixes: <i>e.g. un-, dis-, mis-, in-.</i>
	Usually correctly spell words with prefixes without any associated changes in spelling: <i>e.g. disappoint, misbehave, incorrect, refresh, subheading, anticlockwise, intercity.</i>	Usually correctly spell words with prefixes without any associated changes in spelling. Explain the meaning of most prefixes: <i>e.g. all of the ones above and il-, im-, ir-, re-, sub-.</i>

	Consistently and confidently correctly spell words with prefixes without any associated changes in spelling.	Consistently and confidently, correctly spell words with prefixes without any associated changes in spelling. Explain meaning of almost all prefixes: <i>e.g. all of above &amp; inter-, super-, anti-, auto-</i> .
Use further suffixes and understand how to add them (English Appendix 1)	With support, spell words where suffixes beginning with vowel letters are added to words of more than one syllable	With support, spell words where suffixes beginning with vowel letters are added to words of more than one syllable. When prompted, explain this spelling pattern to others
	Usually correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word: <i>e.g. opened, buttered, gardener, frightening, limited, scattering, referred, deterred, gripped</i>	Usually correctly, spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double final consonant in root word. Usually explain pattern and rules to others: <i>e.g. forgetting, beginner, preferred, trodden, referee, deferred, inferred.</i>
	Consistently and confidently correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word.	Consistently and confidently, correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double final consonant in the root word. Confidently explain pattern and rules to others.
Use the first two or three letters of a word to check its spelling in a dictionary	With support, navigate dictionary to find initial letter of any word and use guide words to fine tune search to second letter.	Sometimes find words in dictionary &, when prompted, check own attempt against correct spelling & make any amendments.
	Usually navigate a dictionary to find the initial letter and use guide words to fine tune search to the third letter: <i>e.g. able to divide the dictionary into thirds or quarters to begin the search</i>	Usually find words in a dictionary, can accurately check their own attempt at spellings against the correct spelling and make any amendments.
	Consistently and confidently navigate a dictionary to find the initial letter and use the guide words to fine tune their search to the third letter or beyond.	Consistently and confidently find words in a dictionary, can quickly and accurately check their own attempt at spellings against the correct spelling and make any amendments.
<b>Writing transcription - Transcription</b>		
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	With support, accurately remember & write dictated sentence containing spelling patterns & common exception words taught so far.	With support, remember and write a dictated sentence applying age-expected newly taught spelling patterns and punctuation with some accuracy.
	Remember and write dictated sentences that include words containing the spelling patterns and common exception words taught so far, spelling most of them correctly: <i>e.g. We bought two pairs of girls' shoes. Beginners often lose their way in our big library</i>	Usually remember and write a dictated sentence accurately applying newly taught spelling patterns and punctuation accuracy: <i>e.g. It was hard to accept that the magician, who had been struck down by a mysterious illness, was going to disappoint the children's party.</i>
	Consistently and confidently remember and write accurately a dictated sentence containing the spelling patterns and common exception words taught so far.	Consistently and confidently remember and write a dictated sentence applying newly taught spelling and punctuation accurately.
<b>Writing transcription - Handwriting</b>		
Use diagonal and horizontal strokes that are needed to join letters and understand	With support, sit correctly at a table, hold a writing implement comfortably and correctly form and join some letters in accordance with the school's agreed house style.	Form letters in accordance with the school's agreed house style. Still some inconsistency in decisions to join letters or leave letters unjoined.

which letters, when adjacent to one another, are best left unjoined	Usually, sit correctly at a table, hold a writing implement comfortably and correctly form and join most letters in accordance with the school's agreed house style.	Correctly form and join most letters in accordance with the school's agreed house style. Some consistency in decisions to join letters or leave letters unjoined.
	Consistently and confidently, sit correctly at a table, hold a writing implement comfortably and correctly form and join all their letters in accordance with the school's agreed house style.	Correctly form and join all their letters in accordance with the school's agreed house style. Usually consistency in decisions to join or leave letters unjoined.
Increase the legibility, consistency and quality of handwriting: <i>e.g. by ensuring downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so ascenders descenders of letters do not touch</i>	Writing can usually be read without mediation but often needs prompting to remember to use joined letters. Handwriting is laboured and hinders the transcription process.	--
	Writing can be read, is usually consistent and beginning to be pleasing in appearance.	Writing can almost always be read; joined handwriting is the norm, written at a pace that usually keeps up with what pupils want to say.
	Writing can be easily read, is almost always consistent and pleasing in appearance.	Writing can be easily read; joined handwriting is the norm which is written at a pace that keeps up with what pupils want to say.
<b>Writing composition – context for writing</b>		
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	With support, sometimes identify key organisational and language features of a shared text working with a partner, small group or the whole class.	<b>As Y3 plus</b> When prompted, identify the text type by naming it.
	Usually identify and name key organisational and language features of a shared text working with a partner, small group or the whole class: <i>e.g. headings, subheadings, paragraphs, conjunctions, fronted adverbials.</i>	<b>As Y3 plus:</b> Usually ID text type by naming it & when prompted describe a context/scenario for use: <i>e.g. the list at the top and the numbered bullets mean this is a set of instructions. You'd want these for putting a climbing frame together or making an omelette.</i>
	Consistently and confidently identify, name and describe key organisational and language features of a shared text working with a partner, small group or the whole class.	<b>As Y3 plus</b> Identify the text type by naming it and describe a context/scenario for using it.
<b>Writing composition - planning and drafting writing</b>		
Plan their writing by: discussing and recording ideas	With support, work with partner or small group to plan writing, contributing own and listening to others' ideas and recording them in note or pictorial form for later use.	With support, use notes and pictures, from discussion with others, to plan writing.
	Usually work with partner or small group to plan writing, contributing own and listening to and building on others' ideas and recording in note or pictorial form for later use: <i>e.g. using a spidergram, flowchart or timeline.</i>	Independently, select most relevant info, key vocab and most suitable ideas drawn from discussion/notes to plan own writing: <i>e.g. takes notes during discussion and organises them later into a 'boxing up' frame or story mountain.</i>
	Consistently and confidently work with partner or small group to plan writing, contributing own and listening to/building on others' ideas and recording in note or pictorial form for later use.	Consistently select the most relevant info, key vocab and most suitable ideas from discussion and notes to plan writing, improving and developing ideas to help plan own writing.
Draft and write by: composing and rehearsing sentences orally (including dialogue),	With support, compose and speak a whole sentence.	With support, compose & orally rehearse sentences, sometimes incorporating new vocabulary. Variation in structure is limited to simple and sometimes compound structures.

progressively building a varied and rich vocabulary and an increasing range of sentence structures	Usually compose and speak a whole sentence: e.g. for a teacher-scribed shared write or before writing independently, often incorporating newly acquired vocabulary and using recently learned sentence types	Independently, compose and orally rehearse sentences usually incorporating new vocabulary. Variation in sentence structure includes simple, compound and complex structures
	Consistently and confidently compose and speak a whole sentence.	Independently & confidently, compose and orally rehearse sentences, usually incorporating deliberate choices of vocabulary for impact. Variation in sentence structure includes: simple, compound and complex structures.
Draft and write by: organising paragraphs around a theme	With support, sometimes organise material into logical chunks and write a series of linked sentences for each.	With support, plan narrative & non-fiction texts into paragraphs before begin writing. Know how to demarcate paragraphs on page and begin to remember to do this as they write.
	Usually organise material into logical chunks & write coherent series of linked sentences for each: <i>e.g. Bees live together in big groups. The Queen bee is the mother of all the workers.</i> Know how to demarcate paragraphs on page & usually remember to do this as they write.	Independently, plan narrative & non-fiction texts into paragraphs before begin to write: <i>e.g. by using a 'boxing up' frame, five-part story mountain, story map or other planning tool to help 'chunk' their writing into paragraphs.</i> Know how to demarcate paragraphs on page and usually remember to do this as write.
	Consistently and confidently organise their material into logical chunks and write a coherent series of linked sentences for each. Know how to demarcate paragraphs on the page and almost always remembers to do this as they write.	Independently, plan narrative & non-fiction texts into paragraphs before begin to write. Some evidence of ideas being developed within/between paragraphs. Know how to demarcate paragraphs on page & almost always remembers to do as they write.
Draft and write by: in narratives, creating settings, characters + plot	With support, create a simple story setting, two or three characters and a straightforward plot, sometimes over-reliant on the modelled class story.	With support, create a convincing setting, characters and a simple plot but descriptions lack detail and plot tends to be over-reliant on action or on the modelled story.
	Usually create an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story.	Usually create appropriate setting, two or three distinguishable characters and a coherent plot. Descriptions contain some detail: <i>e.g. Kim huddled deeper into the hairy wool jumper gran had knitted. 'It's too cold out here, I want go back home.'</i>
	Consistently and confidently create an appropriate setting, two or three clearly distinguishable characters and a coherent and convincing plot, drawing on and adapting elements of the modelled story and on their wider reading of fiction.	Consistently and confidently create an appropriate setting, two or three clearly distinguishable characters and a coherent and convincing plot. Descriptions contain relevant detail and some meaningful interaction between characters.
Draft and write by: in non-narrative material, using simple organisational devices: <i>e.g. headings and sub-headings</i>	With support, organise material into logical chunks and write a main heading for the text and subheadings for each chunk.	Sometimes cluster related information, write a main heading for the text and subheadings for each paragraph.
	Usually marshal material into logical chunks & write appropriate main heading for the text and suitable subheadings for each chunk.	Usually cluster related information logically and write an engaging main heading for the text and relevant subheadings for each paragraph.
	Consistently and confidently marshal their material into logical chunks and write an appropriate and engaging main heading for the text and relevant subheadings for each chunk.	Consistently and confidently write an engaging and appropriate main heading for the text and suitable subheadings for each paragraph.

Writing composition - editing writing		
Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements	With support, sometimes read back own writing as they go and read and discuss others' completed writing, monitoring for sense and identifying for alteration and improvement.	With support, read back their own writing cumulatively as they go and others' completed writing, monitoring to check the meaning is clear. They can identify and make suggestions for alteration.
	Usually read back their own writing as they go and read and discuss others' completed writing, monitoring for sense and identifying aspects linked to success criteria and recent teaching for alteration and improvement: <i>e.g. You are writing about a different bit here so it needs to be a new paragraph.</i>	Usually & accurately, assess effectiveness of own and others' writing & make improvements: <i>e.g. check the meaning clear and organisational features are correct.</i> ID & make suggestions for alteration/improvement: <i>e.g. My second sub-heading doesn't really match content of paragraph underneath it. I need to change one or the other.</i>
	Consistently and confidently read back their own writing as they go and read and discuss others' completed writing, monitoring for sense and identifying aspects linked to success criteria and recent teaching for alteration and improvement.	Consistently and accurately, assess effectiveness of own & others' writing and make improvements: <i>e.g. check the meaning is clear, spellings, punctuation &amp; organisational features are correct.</i> They identify and make suggestions for alteration and improvement.
Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	With support, identify possible improvements in grammar and vocabulary to their own and others' writing.	With support, proof-read and amend own writing, checking for accuracy of grammar & vocab & use of pronouns throughout text.
	Usually ID possible improvements in grammar and vocabulary to own & others' writing: <i>e.g. I wrote I like 'nice stuff to eat' on my birthday and I could change that to 'my favourite delicious foods' and give some examples like 'sausage rolls and fairy cakes.'</i>	Independently, proof-read & amend own writing, checking for accuracy of grammar, vocab & use of pronouns throughout <i>e.g. see repetitious language, verb/subject disagreement or lapses in tense.</i>
	Consistently and confidently identify possible improvements in grammar and vocabulary to their own and others' writing.	Consistently & confidently, proof-read & amend own writing, checking for accuracy of grammar, vocab & use of pronouns throughout the text.
Proof-read for spelling and punctuation errors	With support, spot and correct some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items.	
	Usually spot most of own and others' spelling and punctuation errors quickly and know how to correct them, including errors in the most recently taught spelling patterns and punctuation items: <b>Y3</b> <i>e.g. You have put speech marks around the 'he said' as well as what your character actually says. You need to end them after the last word the character says; I've written about a 'groan man', but that's not right. He had to grow up, so that tells me the right homophone there must be 'grown'.</i> <b>Y4</b> <i>e.g. I started that sentence with a fronted adverbial but I forgot to put the comma in, so I'll fix that now; You have written 'proberbly' because that's how lots of people say it, but think about close family words like probable and probability and that will tell you it has to be spelled 'probably'.</i>	
	Consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Draw on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.	
Writing composition – performing writing		
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and	With support, read their writing aloud with some expression, loudly and clearly enough to be heard by all.	With support, read writing loudly & clearly enough to be heard by all; there is some expression and pausing at the end of sentences.
	Read their writing aloud with expression, loudly and clearly enough to be heard and understood by all.	Read loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation.

volume so that the meaning is clear	Consistently and confidently read their writing aloud with expression, loudly and clearly enough to be heard and understood by all, gaining and monitoring the attention of their audience.	Read own writing loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation; there is some variety in pace and emphasis and some use of different voices for the audiences' enjoyment.
<b>Writing vocabulary, grammar and punctuation - vocabulary</b>		
Form nouns using prefixes (super-, anti-)	With support, use range of prefixes to generate new nouns: <i>e.g. superhero, antibullying</i> & sometimes use appropriately in their independent writing.	Follow spelling rules to alter the meaning of nouns by adding prefixes; when prompted, give a definition of the new noun.
	Usually use a range of prefixes to generate new nouns, (see left) and use them appropriately in their independent writing.	Follow spelling rules to alter the meaning of nouns by adding prefixes; they can give a clear definition of the new noun: <i>e.g. super-, supermarket, superman, superstar.</i>
	Consistently and confidently use a range of prefixes to generate new nouns, (see left) and use appropriately in indep writing.	Consistently & confidently, follow spelling rules to alter meaning of nouns by adding prefixes; give a precise definition for almost all new nouns.
Word families based on common words (solve, solution, dissolve, insoluble)	With support, recognise related words from same word family and sometimes deduces the meaning of related words correctly.	When prompted, recognise and group words into two main families according to form and meaning.
	Recognise related words from same word family & usually deduce meaning of related words correctly: <i>e.g. recognises 'heard' within 'unheard' and 'misheard' and is able to use this knowledge to explain what both words mean.</i>	Usually group words into two main families according to form and meaning. Spot common root words grouped by form: <i>e.g. form: family – familiar – unfamiliar – familiarity – familiarise ..., meaning: big – little – size.</i>
	Quickly recognises related words from the same word family and consistently and confidently deduces the meaning of related words correctly.	Consistently group words into word families according to form and meaning; spot patterns of spellings in words grouped by form & specific links in meaning of words grouped by meaning. Use knowledge of word families to guess unfamiliar words with some confidence.
<b>Writing vocabulary, grammar and punctuation - grammar</b>		
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	With support, choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity.	When prompted, choose and correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity.
	Usually choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in some independent writing: <i>e.g. When I read that paragraph back I've used the word 'tigers' six times! I need to change some of them to 'they'.</i>	Usually choose and correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying learning across a wide range of independent writing: <i>e.g. When I was writing about bees, the hive and the queen, I remembered to write 'they', 'it' and 'she' every other time</i>
	After teacher modelling, consistently and confidently choose appropriate nouns or pronouns to create cohesion, avoid repetition & achieve clarity across range of independent writing.	Consistently and confidently choose and correctly use appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity throughout a piece of writing.
Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than	With support, write an increasing range of sentences with more than one clause, using the conjunctions taught so far.	rite compound sentences appropriate to the text, using a limited range of conjunctions: <i>e.g. and, because.</i>
	Write an increasing range of sentences with more than one clause using conjunctions taught so far & applying new learning across a	Use a wide range of subordination conjunctions at beginning and within sentences to add relevant detail to complex sentences: <i>e.g.</i>

one clause by using a wider range of conjunctions, including when, if, because, although	range of independent writing: e.g. <i>We still went on our class trip to the water park although it was raining when we set out.</i>	<i>We put up our umbrellas when it rained. When it rained, we put up our umbrellas.</i>
	Consistently and confidently write an increasing range of sentences with more than one clause using conjunctions taught so far and applying learning across a range of indep writing.	Confidently use a wide range of subordination conjunctions at the beginning and within sentences; accurately use commas to mark clauses.
Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause	With support, begin to use some appropriate conjunctions, adverbs and prepositions to express time and cause (and place).	When prompted, use some appropriate conjunctions, adverbs and prepositions to express time and cause (and place).
	Usually use a range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) applying the new learning across a range of independent writing: e.g. <i>After lunch, the boys went on the nature trail because we had been told there were some new ducklings and we wanted to see them.</i>	Usually use wider range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) applying learning across range of independent writing, e.g. <i>first, then, after, meanwhile, from, where. Despite the dark clouds, pupils were scurrying between the classroom and the field, hoping to finish their insect survey before the storm.</i>
	Consistently and confidently use a range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) across a range of independent writing.	Consistently & confidently use a wider range of approp conjunctions, adverbs & prepositions to express time and cause (& place) spontaneously applying across range of indep writing.
Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense	Write using the appropriate tense for the task.	With support, explain concept of verb tense (i.e. that it tells the reader whether in past, present or future). Writing shows some awareness of how commonly used verbs are inflected in different tenses. Some consistency in use of tenses within writing
	Select the appropriate tense for the task and apply the new learning across a range of independent writing: e.g. <i>I hoped my team would win last week and they did, and I am hoping they will win again tomorrow.</i>	Explain concept of verb tense. Writing shows growing awareness of how commonly used verbs are inflected in different tenses. Use of tense in writing is usually consistent with few lapses. Some use of present perfect form in contrast to past tense: e.g. <i>I have read three books by that author; he has told me it will be in soon.</i>
	Consistently and confidently use the appropriate tense for the task and apply the new learning spontaneously across a range of independent writing.	Consistently and confidently, write using appropriate tense for task, with virtually no lapses, including choosing to use present perfect tense where appropriate in contrast to the past tense.
Use the correct form of 'a' or 'an'	With support, decide whether a noun needs 'a' or 'an' in front of it and sometimes makes the right choice in independent writing.	Explain rules for using 'a' or 'an' and give an example of each. Own writing shows some inconsistency in applying the rules.
	Decide whether a noun needs 'a' or 'an' in front of it and usually makes the right choice in independent writing: e.g. <i>an apple, an orange and a banana.</i>	Usually explain rules for using 'a' or 'an' & give one or two example of each. Writing shows some consistency in applying rules: e.g. <i>I know that 'a' and 'an' are only used with singular nouns. 'A' is used before a word starting with consonant, for example a rock and 'an' is used before a word starting with a vowel, for example an open box.</i>
	Decide whether noun needs 'a' or 'an' in front of it & consistently and confidently makes the right choice in independent writing.	Confidently explain rules for using 'a' or 'an' and give two or three example of each. Writing shows consistency in applying the rules.
<b>Writing vocabulary, grammar and punctuation - punctuation</b>		
	Begin to use inverted commas to punctuate direct speech. Maybe some confusion about precisely which words need enclosed.	With support, use inverted commas and other punctuation to indicate direct speech but is not yet consistent or reliable.

Use of inverted commas (Y4 and other punctuation) to punctuate direct speech	Using inverted commas confidently and consistently to punctuate direct speech.	Use inverted commas and other punctuation to indicate direct speech accurately
	Using inverted commas confidently and consistently to punctuate direct speech & begin to use other punctuation connected with inverted commas approp: <i>e.g. The conductor shouted, 'Sit down!'</i>	Use inverted commas and other punctuation to indicate direct speech consistently and reliably.
Use of apostrophes to mark plural possession; use of commas after fronted adverbials	n/a	Begin to use apostrophes for plural possession and aware of the need for commas after fronted adverbials.
	n/a	Use apostrophes for plural possession commas after fronted adverbials accurately & consistently across range of indep writing.
	n/a	As above plus begin to explore the use of commas to clarify meaning or avoid ambiguity: <i>e.g. Let's eat, Joe! NOT Let's eat Joe!</i>

	Year 5 English progression	Year 6 English progression
<b>Area of study</b>		
<b>Writing transcription - Phonic &amp; Whole Word Spelling</b>		
Spell some words with 'silent' letters: e.g. knight, psalm, solemn	Spells some common kn, mb and stle words correctly: <i>e.g. knee, thumb, rustle</i>	Spells some common ps, psy and gn words correctly: <i>e.g. psalm, gnaw.</i>
	Spells most common kn, mb, stle, mn, silent b words correctly: <i>e.g. as at left, and solemn, debt.</i>	Spells most common ps, psy, gn silent n words correctly: <i>e.g. as left and government, environment.</i>
	Spell nearly all kn, mb, stle, mn, silent b & silent n word correctly.	Spells nearly all ps, psy, gn and silent n words correctly.
Continue to distinguish between homophones and other words which are often confused	Distinguish and correctly spell some confusing pairs: <i>e.g. led/lead, farther/father, aloud/allowed, new/knew, herd/heard, steal/steel, past/passed, weather/whether, whose/who's.</i>	
	Distinguish and correctly spell most confusing pairs: <i>e.g. as at left and guessed/guest, serial/cereal, bridal/bridle, altar/alter, desert/dessert, draft/draught, stationary/stationery, principal/principle.</i>	
	Distinguish and correctly spell nearly all confusing pairs: <i>e.g. as at left and aisle/isle, advise/advice, practise/practice, license/licence.</i>	
Use knowledge of morphology/etymology in spelling & understand that spelling of some words needs to be learnt specifically, (Appendix 1)	With support, able to draw on known root words to correctly spell inflected words and other words related by meaning; some successful strategies for learning and recalling spelling of anomalous words.	
	Usually able to draw on range of known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of anomalous words: <i>e.g. sounds silent letters in tricky words like government, muscle, guarantee; uses knowledge of common letter strings in affixes and the rules for adding them; uses mnemonic as a last resort.</i>	
	Almost always able to draw on known root words to correctly spell inflected words and other words related by meaning; has a range of successful strategies for learning and recalling spelling of anomalous words.	
<b>Writing transcription - Other Word Building Spelling</b>		
Use further prefixes & suffixes & understand guidelines for adding them	With support, spell words with prefixes and suffixes with or without associated changes in spelling.	
	Usually spell words with prefixes & suffixes with/without associated changes in spelling: <i>e.g. applicable, adorable, reliable, changeable, noticeable.</i>	
	Almost always spell words with prefixes and suffixes with or without associated changes in spelling.	



Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	With support, navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the third and fourth letter, then read and understand the definition.	
	Usually, <i>(see above)</i>	
	Almost always, <i>(see above)</i>	
<b>Writing transcription - Handwriting</b>		
Write legibly, fluently & with increasing speed by: choosing which shape of a letter to use when given choices & deciding whether/ not to join specific letters	With support, make choice over letter shapes/joins to ensure fluency and legibility.	Sometimes, <i>(see below)</i>
	Usually make choices over letter shapes and joins to ensure fluency, legibility and good presentation.	Make choices over letter shapes/joins to ensure fluency, legibility & good presentation; increase pace of writing - sustaining neatness & accuracy: <i>e.g. chooses unjoined style for labelling a diagram or data, writing an email address or algebra.</i>
	Almost always make choices over letter shapes and joins to ensure fluency, legibility, good presentation and individuality.	Almost always, <i>(see above)</i>
Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task	With support, select the appropriate writing instrument: e.g. a pen for formal writing, a pencil for note-taking.	With support, select appropriate writing instrument & begin to increase pace of writing while sustaining neatness and legibility.
	Usually select the appropriate writing instrument: e.g. a pencil for making notes, a pen for formal writing.	Select approp writing instrument: <i>e.g. colour-coded markers for explaining keys on maps/ labelling axes on graph</i> ; increase pace of writing while sustaining neatness/legibility across longer passages.
	Nearly always select the appropriate writing instrument and justify their choice: <i>e.g. explain why a particular pen colour and thickness was chosen for a particular poster or flyer.</i>	Nearly always select approp writing instrument & justify choice: <i>e.g. as above &amp; explain why particular pen colour/ thickness was chosen for particular poster/flyer</i> ; write quickly & for extended periods without loss of neatness/legibility or undue strain/cramp.
<b>Writing composition – context for writing</b>		
Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	With support, identify intended audience and purpose for writing and select from a range of writing models offered	With support, ID intended audience & purpose for writing & choose suitable writing model from range of familiar texts to support writing.
	Usually identify the intended audience & purpose for writing and choose suitable writing model to support writing: <i>e.g. an information leaflet for fellow pupils offering guidance/ advice on a new sport.</i>	Identify intended audience & purpose for writing and choose suitable writing model from range of familiar texts to support their writing. <i>Eg Use a favourite poem as a model for their own writing.</i>
	Almost always identify the intended audience and purpose for writing and choose a suitable writing model to support their own writing.	Almost always identify intended audience & purpose for writing & choose a suitable writing model from a secure mental selection to support their own writing.
Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils	With support, draw on what have learned about how authors develop characters & settings to help them create their own.	With support, draw on and adapt what they have learned about how authors develop characters and settings to help create own.
	Usually draw on what have learned about how authors develop characters & settings to help create own: <i>e.g. planning 2 or 3 main characters who are clearly distinguishable from each other &amp; placing in setting modelled on favourite story or own locality.</i>	Draw imaginatively on what have learned about how authors develop characters & settings to help create own: <i>e.g. drawing on known characters and adapting them, taking elements from different settings and combining them in new ways.</i>

have read, listened to or seen performed	Draw confidently and imaginatively on what they learned about how authors develop characters & settings to help create own.	Draw confidently & imaginatively on what have learned about how authors develop characters & settings to help create their own, and capable of developing lively, convincing narratives.
<b>Writing composition - planning and drafting writing</b>		
Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary	With support, sometimes think aloud and record their ideas, sometimes drawing on independent reading and research.	With support, think aloud and record ideas, sometimes choosing ideas for impact and to enhance the effectiveness of what is written, drawing on independent reading and research.
	Usually think aloud and record their ideas, sometimes drawing on independent reading and research: e.g. use a spidergram planning model to organise and develop related ideas drawn from reading and research.	Think aloud & record ideas, sometimes drawing on indep reading/ research, choosing ideas for impact & to enhance effectiveness of writing: e.g. selecting from a range of planning models to organise/develop related ideas drawn from notes made when read/researching.
	Almost always think aloud and record their ideas, sometimes drawing on independent reading and research.	Think aloud & record ideas, drawing on indep reading & research, choosing ideas for impact & to enhance effectiveness of writing.
Draft and write by: using a wide range of devices to build cohesion within and across paragraphs	With support, organise writing into logical sequence of paragraphs: e.g. by using pronouns or adverbials within paragraphs to link to subjects introduced in the opening sentence.	With support, organise writing into logical sequence of paragraphs: e.g. by using topic sentences and developing an idea within each paragraph.
	Usually produce internally coherent paragraphs in a logical sequence: e.g. using topic sentences to pose rhetorical questions which are answered within the paragraph, main idea supported or elaborated by subsequent sentences.	Produce internally coherent paragraphs in logical sequence & understand/deploy some hooking devices to create cohesion between paragraphs: e.g. repetition of a key word/phrase in final sentence of one paragraph & opening sentence of next; using conjunctions such as furthermore, moreover, on the other hand, or conversely, to link paragraphs.
	Almost always produce internally coherent paragraphs in logical sequence and link them, signposting the reader: e.g. establishing simple links between paragraphs through use of language like firstly, next, moreover.	Produce internally coherent paragraphs in logical sequence & link them, signposting reader, & understand/deploy range of hooking devices to create cohesion between paragraphs: e.g. Conclusions explicitly refer back to openings; element of summary included in conclusions.
Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	With support, describe settings, characters & atmosphere & begin to experiment with integrating dialogue to convey character and advance the action.	When prompted, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
	Usually describe settings, characters, atmosphere & integrate dialogue to convey character & advance action, evoke atmosphere through detailed description, moves story on: e.g. 'Watch out, you've left the door open!' 'Too late - the dog's made a bolt for it!'	Usually describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action: e.g. help reader distinguish between characters by introducing variations in vocab choices, using expanded noun phrases, adverbials and relative clauses.
	Almost always describe settings, characters, atmosphere & integrate dialogue to convey character & advance action, drawing on modelled story & wider reading of fiction.	Almost always describe settings, characters, atmosphere & integrate dialogue to convey character & advance action. Apply what has been learned about standard and non-standard English: e.g. writing dialogue for character
Draft and write by: selecting appropriate grammar and vocabulary, understanding how such	With support, select approp grammar & vocabulary and begin to understand how such choices can change and enhance meaning.	Sometimes select approp grammar and vocabulary and begin to be able to make choices to change and enhance meaning.
	Usually select approp grammar and vocabulary and begin to understand how such choices can change and enhance meaning: e.g.	Usually select appropriate grammar and vocabulary and make choices to change and enhance meaning: e.g. choose the most appropriate

choices can change and enhance meaning	<i>make deliberate vocabulary choices for effect, select specialist vocabulary to match the topic.</i>	<i>word from a range of synonyms or newly acquired subject specialist vocabulary, ensuring precision or expressing nuances of meaning.</i>
	Almost always select approp grammar & vocab an begin to understand how such choices can change and enhance meaning.	Almost always select appropriate grammar and vocabulary and able to make choices to change and enhance meaning.
Draft and write by: précising longer passages	With support, précis longer passages.	With support, précis longer passages & justify inclusions & exclusions.
	Usually précis longer passages: <i>e.g. identify key points from the passage and reformulate them coherently in their own words.</i>	Usually précis longer passages, identify key ideas, reformulating coherently in own words and justifying inclusions and exclusions.
	Almost always précis longer passages.	Almost always précis longer passages identify key ideas, reformulating elegantly in own words & justifying incl/exclusions.
Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)	With support, sometimes use further organisational and presentational devices, to structure text & guide reader: <i>e.g. use headings &amp; subheadings, organise ideas so related points are grouped, signal openings and closings.</i>	When prompted, use further organisational/presentational devices to structure text & guide reader: <i>e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs.</i>
	Usually use further organisational and presentational devices to structure text and to guide the reader: <i>e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs.</i>	Usually use further organisational/presentational devices to structure text & guide reader: <i>e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs; link closing to opening; include glossary, fact box etc.</i>
	Almost always use further organisational and presentational devices to structure text and to guide the reader: <i>e.g. select and integrate relevant diagrams, charts or graphs, use bullet points to organise material, link closing to opening.</i>	Almost always use further organisational/presentational devices to structure text and guide reader: <i>e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs; link closing to opening; inc glossary, fact box, footnotes, references, bibliography.</i>
<b>Writing composition - editing writing</b>		
Evaluate and edit by: assessing the effectiveness of their own and others' writing	With support, sometimes work alone orwith a partner to evaluate writing against agreed success criteria, identify aspects for alteration linked to previous teaching.	<b>As Y5 plus</b> ..... and recent teaching and begin to feedback appropriately in detail.
	Usually work alone and with a partner to evaluate writing against agreed success criteria, identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately to the writer.	Usually work alone or with a partner to evaluate writing for overall impact & suitability for audience and purpose against agreed success criteria, identify aspects for alteration linked to previous & recent teaching & feed back appropriately with helpful details.
	Almost always work alone and with a partner to evaluate writing against agreed success criteria identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately and confidently to the writer.	Almost always work alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and confidently feeding back appropriately with helpful details.
Evaluate and edit by: proposing changes to grammar, vocabulary and	With support, sometimes propose approp changes to vocab, grammar & punctuation to clarify meaning in own/others' writing.	With support, sometimes propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing.

punctuation to enhance effects and clarify meaning	Usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing: <i>e.g. making specific suggestions to a writing partner or incorporating such changes in their own writing, such as: 'I've written: 'I took a picture of my friend, who won the 200m sprint with his grandmother.' I need to put a second comma in there after 'sprint' to help the reader make sense of what I wrote. It makes the reader think the grandmother sprinted too if I leave it without a comma.</i>	Usually propose approp changes to vocab, grammar & punctuation to enhance effects & clarify meaning in own/others' writing, making specific suggestions to a writing partner or incorporating such changes in own writing: <i>e.g. You've used 'but' to join those two clauses: 'He opened the door but the room stood empty! It could be much more dramatic if you used a colon instead. The reader is expecting the room to be packed with people so it's a shock that the character finds it empty. That's where a colon will work. 'He opened the door: the room stood empty!'</i>
	Almost always propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing.	Almost always propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing.
Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing	With support, sometimes write using tense consistently and correctly throughout.	With support, sometimes write using tense consistently + correctly throughout & write using deliberate changes of tense for effect in narrative.
	Almost always write using tense consistently and correctly throughout.	Usually write using tense consistently & correctly throughout and write using deliberate changes of tense for effect in narrative, checking for when editing: <i>e.g. in flashbacks, letters and interviews.</i>
	With support, sometimes write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative.	Almost always write using tense consistently & correctly throughout & write using deliberate changes of tense for effect in narrative.
Proof-read for spelling and punctuation errors	With support, spot some of own and others' spelling and punctuation errors but not always notice errors in the most recently taught spelling patterns and punctuation items.	
	Usually spot most of own & others' spelling and punctuation errors quickly & know how to correct them, including errors in most recently taught spelling patterns/punctuation items: <i>e.g. Y5 - You're writing a letter back from space and you've dropped some extra information inside that sentence. It needs to be marked out parenthetically. You could use commas, but why not use two dashes seeing you're writing to your dad and it's informal?; remember, gracious comes from the root word grace so there's no t in it. Change it to letter c like in grace and you'll have it right. Y6 - I called my character's leap from rooftop to balcony 'death defying', but I know I need to use a hyphen when I double up words like that to make an adjective. I'll make it 'a death-defying leap'; There is no 'w' or 'i' in the word language. Remember we learned it by saying 'lan-goo-age'? Use letter 'u' then 'a-g-e' and it will be correct.</i>	
	Consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Pupil draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.	
Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	With support, understand that some colloquial spoken subject/verb pairings do not agree & use correct forms in writing: <i>e.g. we were (not we was).</i> With support, identify examples of informal speech patterns and structures in own writing & amend to reflect standard English usage where appropriate.	With support, begin to choose the appropriate register (standard or colloquial language) as appropriate for writing.
	Understand that common group nouns take singular verb form: <i>e.g. the football team is happy to be playing against Dullford; the government has decided to change exams</i> Demo this knowledge across wide range of indep writing. Usually ID examples of informal speech	Consciously choose the appropriate register (standard or colloquial language as appropriate) for writing: <i>e.g. casual language for an email or text to a close friend, more formal constructions when writing to a supermarket manager asking for donations to the class charity raffle.</i>

	patterns/structures in own + others' writing & amend/suggest amendments to reflect standard English usage where approp.	
	Understand that common group nouns take singular verb form and can edit own/others' work to amend this. Almost always ID examples of informal speech patterns/structures in own/others' writing & amend or suggest amendments to reflect standard English usage where approp.	Consciously choose the appropriate register (standard or colloquial language as appropriate) for writing to good effect, deploy this knowledge across a range of independent writing.
<b>Writing composition – performing writing</b>		
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	With support, perform own compositions, begin to use approp intonation, volume, movement so that meaning is clear.	When prompted, perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
	Perform own compositions using approp intonation, volume, movement so meaning is clear, monitoring and maintaining audience attention, speaking loudly enough to be heard.	Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear: e.g. <i>monitor, maintain or regain audience engagement, speaking loudly enough to be heard.</i>
	Almost always perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
<b>Writing vocabulary, grammar and punctuation - vocabulary</b>		
Use a thesaurus	With support, sometimes use a thesaurus to introduce varied and precise vocabulary.	with support, use a thesaurus to introduce varied and precise vocabulary, keep descriptors, and avoid repetitious language.
	Usually use a thesaurus to introduce varied and precise vocabulary: e.g. <i>after proof-reading own work with a partner or alone, turn to thesaurus to address perceived need for wider and more varied vocabulary.</i>	Usually use a thesaurus to introduce varied and precise vocabulary and avoid repetitious or bland language: e.g. <i>backing up choices with a dictionary check to ensure selected word is appropriate</i>
	Almost always use a thesaurus to introduce varied and precise vocabulary.	Almost always use a thesaurus to intro varied & precise vocab & avoid repetitious language: e.g. <i>after proof-reading own work, turn to thesaurus to address perceived need for wider and more varied vocabulary.</i>
Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely	Begin to use expanded noun phrases to convey precise and detailed information concisely.	When prompted, use expanded noun phrases to convey complicated information concisely.
	Usually use expanded noun phrases to convey precise and detailed information concisely: e.g. <i>...the small playground with the horizontal climbing wall...; ...the north coast beaches with the best surf...; ...a tiny kitten with its eyes still closed...</i>	Usually use expanded noun phrases to convey complicated information concisely: e.g. <i>...the younger predators with less experience of hunting and fewer successful kills...; ...those pupils with completed art work and no overdue homework assignments...</i>
	Almost always use expanded noun phrases to convey precise and detailed information concisely.	Almost always use expanded noun phrases to convey complicated info concisely & uses across a range of independent writing.
Converting nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -fy	With support, sometimes convert nouns or adjectives into verbs.	
	Usually convert nouns or adjectives into verbs: e.g. <i>Y5 - hyphen into hyphenate; terrific into terrify; random into randomise. Y6 - example into exemplify; class into classify; magnet into magnetise; orchestra into orchestrate.</i>	
	Almost always convert nouns or adjectives into verbs	
Verb prefixes: e.g. dis-, de-, mis-, over-, re-	With support, use prefixes to generate new verbs.	
	Use prefixes to generate new verbs: e.g. disapprove; defuse, misunderstand, overestimate, recombine.	
	Almost always use prefixes to generate new verbs.	

Writing vocabulary, grammar and punctuation - grammar		
Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	With support, begin to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	When prompted, use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
	Usually use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun: <i>e.g. The song (that) I like is being played on Radio Cornwall; The woman who moved in next door has a daughter my age; The boy whose cast you signed broke his leg playing rugby.</i>	Usually use embedded relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun to write complex sentences that sometimes use embedded relative clauses needing parenthetic commas: <i>e.g. The riverbank where we used to play was washed away in last week's flood.; Our teacher, whose special skill is playing the guitar, accompanied our song at leavers' assembly.;</i>
	Almost always use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Confidently use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun, across a range of independent writing, using parenthetic commas for embedded relative clauses.
Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of possibility	With support, begin to use modal verbs or adverbs to indicate degrees of possibility.	When prompted, use modal verbs or adverbs to indicate degrees of possibility.
	Usually use modal verbs or adverbs to indicate degrees of possibility: <i>e.g. there might be ... it could be ... we may be ... sometimes... possibly... occasionally.</i>	Confidently use modal verbs or adverbs to indicate degrees of possibility: <i>e.g. might have done.. could have acted.. ought to have listened... should have known, usually, frequently, probably, regularly, seldom, almost never.</i>
	Almost always use modal verbs or adverbs to indicate degrees of possibility.	Almost always use modal verbs or adverbs to indicate degrees of possibility, including using modals to write about things that never happened: <i>e.g. If dinosaurs had survived, we might have been tucking in to brontosaurus burgers for school dinner today!</i>
Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause	Begin to choose when to use the present perfect tense in contrast to the past where appropriate.	With support, use the present perfect form of verbs to mark relationships of time/cause: <i>e.g. She has taken her seat (and is still in it, or we would write she took her seat);The clock has struck twelve (so Cinderella had better hurry).</i> Understand that past perfect form is another variation to show relationships of time/cause and, with support, begin to experiment using it.
	Usually use present perfect form of verbs to mark relationships of time/cause: <i>e.g. She has gone on holiday (and is not yet back, or we would write she went on holiday), The coach has left without you (because you have just arrived late).</i>	Confidently use present perfect form of verbs to mark relationships of time/cause. Usually able to choose to use past perfect form to mark relationships of time and cause: <i>e.g. She had known for some time that the money was missing but had hoped it would turn up.</i>
	Confidently use the present perfect tense and beginning to experiment with using the past perfect in narrative and recount: <i>e.g. Shackleton had begun to plan his expedition years before his departure.</i>	Confidently always use present perfect/past perfect forms of verbs to mark relationships of time/cause & combine appropriately in writing: <i>e.g. they had always intended to have a holiday there but the recent earthquake has changed their plans.</i>
Using passive verbs to affect the presentation of information in a sentence		Begin, with support, to understand how use of passive voice enables writer to put agent of action in background: <i>e.g. 'The contaminated water was poured through a sieve', in contrast to: 'We poured the contaminated water through a sieve'.</i>

		Use passive voice appropriately in independent writing such as writing up a science investigation: <i>e.g. The temperature of the ice was measured at five-minute intervals</i> or explaining a geographical phenomenon: <i>e.g. Rocks are gradually worn down by rain and wind.</i>
		Confidently and appropriately use passive voice across wide range of independent writing, demonstrating understanding of the nuances of meaning thus achieved.
Devices to build cohesion, including adverbials of time, place and number	With support, use devices to build cohesion, including adverbials of time, place and number.	
	Usually use devices to build cohesion, including adverbials of time, place and number: <i>e.g. linking ideas within and across paragraphs using later, nearby, secondly.</i>	
	Almost always use devices to build cohesion, including adverbials of time, place and number.	
<b>Writing vocabulary, grammar and punctuation - punctuation (plus all from previous years)</b>		
Brackets, dashes or commas to indicate parenthesis	With support, identify which word, phrase, clause of sentence being written or proof-read needs parenthesis. Not always sure whether brackets, dashes or commas are most appropriate in each case and tends to make the same choice every time.	
	ID which word, phrase or clause of sentence being written or proof-read needs parenthesis. Decide whether brackets, dashes or commas are most approp in each case & use all 3 confidently	
	ID which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Decide whether brackets, dashes or commas are most approp in each case & use all three confidently & consistently across range of independent writing.	
Use of commas to clarify meaning or avoid ambiguity	Not yet consistent in deploying commas to clarify meaning or avoid ambiguity: <i>e.g. may be unable to distinguish the difference in meaning between 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'.</i>	
	Consistent in deploying commas to clarify meaning or avoid ambiguity: <i>e.g. is able to distinguish the difference in meaning between 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'.</i>	
	Consistent in deploying commas accurately to clarify meaning or avoid ambiguity: <i>e.g. is able to distinguish the difference in meaning between and construct sentences like 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'.</i> Demo across a range of independent writing.	
Use of the semi-colon, colon and dash to mark		With support, use the semi-colon, colon and dash to mark the boundary between independent clauses.

the boundary between independent clauses		Use the semi-colon, colon and dash to mark the boundary between independent clauses <i>e.g. It's raining; I'm fed up; He opened the treasure chest: it was empty;.</i> Apply across wide range of indep writing.
		Confidently and consistently use the semi-colon, colon and dash to mark the boundary between independent clauses. Apply across wide range of independent writing and explore use of more sophisticated punctuation encountered in personal wider reading.
Use of the colon to introduce a list and use of semi-colons within lists		With support, use colon to intro a list & semi-colons within lists.
		the colon to introduce a list and semi-colons within lists. Apply across wide range of independent writing.
		Confidently and consistently use the colon to introduce a list and semi-colons within lists.
Punctuation of bullet points to list information		Aware of the need to punctuate bullet points accurately
		Punctuate bullet points accurately. Apply across wide range of independent writing.
		Confidently and consistently punctuate bullet points accurately. Apply across wide range of independent writing and explore use of more sophisticated punctuation encountered in personal wider reading.
How hyphens can be used to avoid ambiguity		Begin to understand how hyphens can be used to avoid ambiguity
		Use hyphens to avoid ambiguity <i>eg a nail-biting moment; re-enter; re-interpret, re-invent</i> Apply across wide range of independent writing.
		Confidently use hyphens to avoid ambiguity Apply this across wide range of independent writing and explore use of more sophisticated punctuation encountered in personal wider reading.