

ENGLISH WRITING: CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

This progression document contains information drawn from the following:

- Statutory Framework for the Early Years Foundation Stage Profile (EYFSP) information September 2014
- Early Years Outcomes (DFE 2013)
- Development Matters in the Early Years Foundation Stage documents (DFE 2012)
- National Curriculum: English programmes of study for key stages 1 and 2 September 2013
- Teacher Assessment Frameworks for Writing at the end Key Stages 1 and 2 for 2018/2019 onwards.
- Centre for Literacy in Primary Education (CLPE) Writing Scales January 2016

The CLPE Writing scales progression document defines eight stages of development in writing - Beginning Writer, Early Writer, Developing Writer, Moderately Fluent Writer, Fluent Writer, Experienced Writer, Independent Writer and Mature Independent Writer. Each scale offers a description of the observable behaviours of pupils at different stages to enable teachers to assess and monitor children's progress in writing in primary school. Teachers will be able to think about where on the scales they can place the children that they teach. Then they will be able to see the next set of observable behaviours they are likely to see as the child progresses in writing. Using one of the scales to reflect upon the attainment of children within a class will give teachers clarity about what to look for in day-to-day assessment and the key areas they need to plan for next. Each child will have a different journey through these scales. Their starting points and their rate and pattern of progression will depend on many factors including their prior experience, their interests and their learning preferences.

It is important to recognise the CLPE Writing Scales are a progression document and not summative assessment scales; they are underpinned by well evidenced research drawing on writing behaviours. The link to specific year groups serves merely as an approximation and guidance for teachers as there may well be children operating within different stages at different ages.

Phonics and Spelling Programmes

There is a clear expectation in The National Curriculum that a phonics and spelling programme will be used in Reception (FS2) to be continued into Year 1 and beyond. Statutory phonics and spelling requirements specified for each year group have been added to this progression document. The statutory requirements are taken from the 'Phonics Assessment and Tracking guidance' (National Strategies, 2009), 'Letters and Sounds' (National Strategies, 2007) and the National Curriculum: English programmes of study for key stages 1 and 2 September 2013, including English Appendix 1 and 2.

In EYFS, Y1 and Y2 phonics is taught through the progression detailed in the Sounds Write phonics scheme. In Years 2 through to Year 6 we follow the 'Spelling Shed' scheme which is a complete spelling programme designed to meet the needs of the 2014 National Curriculum and is based on the latest evidence-based approaches to the teaching of spelling. The programme consists of a progressive and comprehensive learning pathway from Year 2 to Year 6. It provides termly overviews of learning, breaking down the requirements of the National Curriculum into progressive strands with individual lesson plans and resources. Spelling and grammar, linked to language and form, is taught, modelled and explored as an integral part of our writing curriculum.

Dependence Independence  Beginning Writer	
FOUNDATION	
MOTOR SKILLS	Writing Behaviour – Beginning Writer
Show a preference for a dominant hand. (MH)	The main feature of this stage is that writers are not yet able to transcribe text conventionally. They may be able to talk about ideas that they would like to commit to writing, but are still at an early stage of understanding how language is written down and need support with transcription. They may be exploring and experimenting with mark making in a variety of forms. Marks are made to show ideas and children start to ascribe meaning to these. At the beginning marks may be large, circular and random. This develops into more letter-like shapes which may be interspersed with number-like shapes and drawing. Children at this stage can express ideas in simple sentences, though these may not always be complete and may use such grammatical over generalisations as 'I brought a toy to school'. They have awareness that their voice is important for expressing and communicating needs and ideas to others.
Begin to use anticlockwise movement and retrace vertical lines. (MH)	
Begin to form recognisable letters. (MH)	
Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. (MH)	
Handle equipment and tools effectively, including pencils for writing. (MH:ELG)	
Show good control and co-ordination in large and small movements. (MH:ELG)	
COMPOSITION	
Give meaning to the marks they make as they draw, write and paint. (W)	
Begin to break the flow of speech into words. (W)	

Continue a rhyming string. (W:40-60)	Children may be composing by trying out ideas through talk and dictating their ideas for writing to a facilitating adult or digitally recording their spoken ideas. They may also have some strategies for writing independently (e.g. drawing, mark making, copying, inventing their own code).
Use some clearly identifiable letters to communicate meaning. (W)	
Attempt to write short sentences in meaningful contexts. (W)	
Write own name and other things. (W:40-60)	
Write sentences which can be read by themselves and others such as labels or captions. (W:ELG)	
Show awareness that writing can have a range of purposes, <i>for example, in relation to letters, lists or stories.</i> (8)	
Show understanding of how text is arranged on the page, <i>for example, by writing or producing letter sequences going from left to right.</i> (8)	
Be aware of the sequence of letters, symbols and words. (7)	
HANDWRITING AND PRESENTATION	Older children at this stage may either appear to be reluctant to write or alternatively seek constant support and reassurance. Their experience as writers may be limited; they may be composing orally with confidence but be reluctant to write or avoid taking risks with transcription. Such writers need a great deal of support with developing their own texts (which are often brief) and with the writing demands of the classroom. In terms of composition, some children may be able to compose sentences orally that exceed their transcriptional abilities, whilst others require support with structuring their ideas and composing sentences orally prior to writing. Ideas for writing may be limited by their own range of experience and their lack of exposure to language and high quality texts. Transcriptional ability in this stage may be broad. Children may rely mainly on phonetic spelling strategies and memorised words, with few self-help strategies. Some children at this stage may have gaps in their phonic knowledge. They may still be writing in memorised letter strings, may not yet be making grapheme-phoneme correspondences and may seldom use punctuation to mark meaning. Some others may only hear initial and other predominant sounds in words.
Group letters and leave spaces between them as though they are writing separate words. (7)	
Copy letter forms, <i>for example, labels and/or captions for pictures or for displays.</i> (6)	
SPELLING	
Use some clearly identifiable letters, representing some sounds correctly and in sequence.	
Segment the sounds in simple words and blend them together.	
Know all the letters of the alphabet and the sounds which they most commonly represent.	

Know consonant digraphs which have been taught and the sounds which they represent.	
Know vowel digraphs and the sounds they represent.	
Know the process of segmenting words into sounds before choosing graphemes to represent the sounds.	
Know words with adjacent consonants.	
Use their phonic knowledge to write words in ways which match their spoken sounds. (ELG)	
Write some irregular common words. (ELG)	
Spell some words correctly and others phonetically plausible. ELG	
Spell phonically regular words of more than one syllable as well as many irregular but high frequency words. (EX ELG)	
Dependence	

Draft and write	willing to have a go at writing independently, using a few early strategies for spelling (e.g. use of initial letters, some known words, using letter strings as 'place holders'), so that writing can be read back more consistently. Children at this stage have a developing awareness of the fact that print carries meaning and make efforts to write with purpose e.g. in writing as part of role-play. They are able to speak in simple and compound sentences, ready for transcription. As their confidence increases, they are able to write more than one sentence and begin to join sentences with simple joining words such as 'and' and 'but'. They may use their oral language structures in their writing and so need support in developing appropriate written structures. Ideas for writing at this stage may be simple, based on direct experience or inspired by reading.
Compose a sentence orally before writing it	
<u>Write sentences in the right order</u>	
Make additions, revisions and corrections, evaluate and edit	
Read aloud their writing clearly enough to be heard by peers and the teacher.	
Talk about what they have written with the teacher or other pupils	
Re-read what they have written to check that it makes sense	At the beginning of this stage, children may write strings of legible letters of a more consistent size, including those in their name, and start to show a greater awareness of how writing works. As grapheme-phoneme correspondences develop, children start to represent known sounds, particularly at the beginning and end of words, and may start to write familiar words such as their name and other words of personal importance. Children at this stage may still mix upper and lower case, reverse letters and may not yet have developed an awareness of spacing between words. They begin to experiment with simple punctuation. Older children at this stage may still be at the phonetic stage of spelling where words are written as they sound. At the later stages, they may write sentences that no longer require mediation, with spaces between words and using simple punctuation. However, they continue to need support with writing across the curriculum. And their writing may lack detail and description to draw the reader in and help them to make meaning.
HANDWRITING AND PRESENTATION	
Sit correctly at a table and hold a pencil comfortably and correctly	
Write digits 0-9 correctly	
Write capital letters correctly	
Understand which lower-case letters belong to which handwriting family (i.e. letters that are formed in similar ways) and practise these.[see school cursive script]	
<u>Form lower-case letters accurately, in the right direction, starting and finishing in the right place.</u> [see school cursive script]	
<u>Form letters of the correct size relative to one another in some of their writing</u>	
GRAMMAR: WORD, SENTENCE, TEXT, PUNCTUATION AND TERMINOLOGY	
Recognise and use plurals adding (s) to nouns, cat/cats, girl/girls.(word)	
Recognise and use plurals adding (es) to nouns ending in sh/ch/s/z/x, churches, boxes (word)	Their handwriting is becoming increasingly legible at this stage and they may be exploring the use of simple punctuation.
Add suffixes to verbs –ing, ed, -er and –est where the root does not need to be changed.(word)	
Use the prefix, un- to change the meaning of verbs and adjectives.(word)	

Understand how words can combine to make sentences. (sentence)	
Separate words with spaces. (punctuation)	
Use joining words and joining clauses using 'and'. (sentence)	
<u>Begin to use capital letters and full stops to demarcate sentences.</u> (punctuation)	
Use a number of sequenced sentences to form a short piece of writing. (text)	
<u>Begin to use question marks and exclamation marks to end sentences.</u> (punctuation)	
Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. (punctuation)	
Use the grammatical terminology in English Appendix 2 to talk about their writing: <i>letter, capital letter; word, singular, plural; sentence; punctuation, full stop, question mark, exclamation mark.</i>	
SPELLING	
<u>Name the letters of the alphabet in order</u>	
<u>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</u>	
<u>Accurately spell CVC and CCVC etc words containing each of the 40+ phonemes already taught</u> and make phonetically plausible attempts at longer words.	
Apply spellings rules listed in English Appendix 1	

Dependence  Independence Developing Writer	
YEAR 2	
COMPOSITION	Writing Behaviour – Developing Writer
Develop positive attitudes towards writing and stamina for writing: - Write narratives about personal experiences and those of others (real and fictional) - Write about real events - Write poetry - Write for different purposes/people	Developing writers can write simple sentences without the need for mediation, as they are able to represent sounds phonetically and know an increasing number of words that are exceptions to phonic rules. They are increasingly confident, writing independently within a familiar range of genres (e.g. letters, lists, brief narratives), but still need support with extending and developing writing. Children at this stage are able to rehearse their ideas orally prior to writing, expanding on ideas and adding detail and description. They draw on models from reading in structuring and developing their own texts. They are aware of the need to add description to their writing, using simple adjectives to expand noun phrases. They use an increasing range of common conjunctions, such as and, but, so and because to develop, link or expand ideas. These children may show awareness of alternative representations for phonemes, although these may not always be accurately represented in spelling. They develop strategies for spelling (e.g. known words, phonetically based invented spellings), that enable texts to be read by others. They are aware of the need for spaces between words and use simple punctuation such as capital letters and full stops and commas in lists. Their handwriting becomes of a consistent size and letters are generally formed correctly.
Consider what to write, plan, draft and write	
Plan	
Say out loud what they are going to write about	
<u>Encapsulate what they want to say, sentence by sentence</u>	
Plan what they are going to write about	
Write down ideas and/or key words, including new vocabulary	
Draft and write	
Write in full accurate sentences	

Sentences all link together to make sense.	They can read back their own texts consistently, checking for sense and meaning and are able to edit with support where necessary.
Use adventurous words and technical vocabulary related to the topic.	
Make additions, revisions and corrections, evaluate and edit	
Read their writing to adults or peers and say how their writing could be improved.	
Re-read to check their writing to make sure it makes sense.	
<u>Proof-read to check for errors in spelling, grammar and punctuation.</u>	
Use verbs to indicate time correctly	
HANDWRITING AND PRESENTATION	
Handwriting is readable and letters are placed on the line, including letters with descenders positioned correctly.	
<u>Lower case letters, capital letters and digits are all of the correct size and orientation in relation to one another.</u>	
<u>Use capital letters when needed and not within words</u>	Older writers at this stage write confidently in familiar genres (e.g. simple narratives) and try out different forms of writing, drawing on experience of the models available across other genres. They mainly use language and sentence structures that are close to speech and still need support with the writing demands of the curriculum. They display a greater awareness of the visual structures and patterns of words to move towards greater accuracy in spelling. Spellings of familiar words are generally correct and attempts at unfamiliar spellings reveal a widening range of strategies. They use sentence punctuation more consistently, including full stops and capital letters and may use question marks, exclamation marks and commas in lists. They may also experiment with speech punctuation. Handwriting is usually consistent and legible and they may be experimenting with joined handwriting.
<u>Use spacing between my words that reflect the size of my letters</u>	
Use the diagonal and horizontal strokes needed to join some letters	
GRAMMAR: WORD, SENTENCE, TEXT, PUNCTUATION AND TERMINOLOGY	
Form nouns by adding suffixes, such as –ness and –er and by compounding, e.g. whiteboard, superman. (word)	
Form adjectives using suffixes such as –ful, -less. (word)	
Use the suffixes –er and –est in adjectives and –ly to turn adjectives into adverbs (word)	

Use co-ordination (and, or, but) and subordination (when, if, that, because) to join clauses (sentence)	
Use expanded noun phrases for description and specification, e.g. the blue butterfly, plain flour. (sentence)	
Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. (sentence)	
<u>Correct choice and consistent use of present tense and past tense throughout writing.</u> (text)	
Use the progressive forms of verbs in the present and past tense to mark actions in progress, e.g. she is drumming, he was shouting. (text)	
Use capital letters and full stops to demarcate sentences. (punctuation)	
Use question marks correctly when required (punctuation)	
Use exclamation marks correctly when required (punctuation)	
Use commas to separate items in a list (punctuation)	
Use apostrophes for contraction, e.g. can't, I've (punctuation)	
Use apostrophes to mark singular possession in nouns, e.g. the girl's name. (punctuation)	
Use and understand the grammatical terminology in English Appendix 2 to talk about their writing: <i>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma.</i>	
SPELLING	
<u>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly</u>	
<u>Know 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.</u>	
Spell common exception words	
Begin to distinguish between homophones and near-homophones.	
Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly	
Apply spellings rules listed in English Appendix 1. [Refer to No Nonsense Spelling	

for comprehensive progression.]	
Write from memory simple sentences, dictated by the teacher, that include words using the GPCs, common exception words and punctuation taught so far.	
Dependence Independence  Moderately Fluent Writer	
YEAR 3	
COMPOSITION	Writing Behaviour – Moderately Fluent Writer
Consider what to write, plan, draft and write	Moderately fluent writers are writing more confidently and developing ideas at greater length in a few familiar forms. They have a growing ability to structure these texts and are willing to experiment with a wider range of writing.
Plan	
Talk about their ideas and record them in a plan.	Children at this stage continue to rehearse and refine ideas prior to writing, through talk, drama and role-play, to ensure an authentic voice and appropriate language structures. They show a greater awareness of the reader by adjusting and developing language and content to suit the purpose and audience of the writing and help the reader to visualise. This may include the use of expanded noun phrases and precise vocabulary for effect or to add description.
Identify key features of a text type. (structure, vocabulary, grammar)	
Draft and write	They are able to shape writing in familiar genres confidently, drawing on their experience of reading. They demonstrate control over the conventions of writing and can develop and shape a variety of text types across narrative, non-fiction and poetry. They create developed pieces of writing, shaped and supported by planning structures such as notes, storymaps, storyboards, concept maps etc. They have an understanding of the different forms and layouts needed for different types of writing.
Compose and rehearsing sentences orally (including dialogue)	
Say their ideas in order so that they flow.	
Begin to use an increasing range of sentence structures and sometimes add detail to their sentences, e.g. adjectives to create expanded noun phrases	
Use conjunctions, adverbs or prepositions to give details about time, place and cause.	
(Conjunctions: but, so, because, if, when, before, after, while)	
(Adverbs: then, next, soon, therefore)	

(Prepositions: before, after, during, in, because of)	They begin to write more extensively. They explore and experiment with a wider range of sentence structures, thinking carefully about how to extend and join parts of their texts using appropriate adverbs and connectives. Tenses are consistent and a wider range of punctuation is used appropriately, such as exclamation marks and question marks to support meaning. In addition children use inverted commas to demarcate direct speech. They read back their writing and, with support, revise their own texts to link and develop ideas coherently.
Use paragraphs to organise their ideas.	
<u>Write paragraphs that usually have one main idea which is explained fully in following sentences.</u>	
<u>Create settings, character and plot in narratives.</u>	
Use simple organisational devices in non-narrative texts, e.g. headings and sub-headings.	
Make additions, revisions and corrections, evaluate and edit	
Say how their writing can be improved, assessing the effectiveness of their own and others' writing.	
<u>Proof-read to identify and correct spelling and punctuation errors.</u>	
Read their work to a group or class.	
HANDWRITING AND PRESENTATION	
Use cursive script for handwriting.	Children's spelling is becoming much more accurate, with a wider range of exception words correctly spelt. They also have an awareness of a greater range of grapheme phoneme correspondences, of words that contain these and of the basic rules for their use, which may be based on analogy. Advanced words may still be spelt phonetically. They draw on a wider range of strategies in spelling (e.g. common letter strings, awareness of visual patterns, as well as phonetically based spellings). Older writers at this stage are increasingly willing to take risks with both composition and transcription. They may find it difficult to sustain initial efforts over longer pieces of writing and may not be able to develop writing over a piece, losing momentum or cohesion towards the middle or not being able to draw writing to a satisfying conclusion.
Use ascenders and descenders correctly.	
GRAMMAR: WORD, SENTENCE, TEXT, PUNCTUATION AND TERMINOLOGY	
Form nouns using a range of prefixes, such as super-, anti-, auto- . (word)	
Use of the forms a or an according to whether the next word begins with a consonant or a vowel, e.g. a rock, an open box. (word)	
Understand word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) (word)	

Use the present form of verbs instead of the simple past. ('He has gone out to play' contrasted with 'He went out to play') (text)	
I am able to use inverted commas to punctuate direct speech. (punctuation)	
Use and understand the grammatical terminology in English Appendix 2 to talk about their writing: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	
SPELLING	
Spell words that are often misspelt. English Appendix 1 [Refer to No Nonsense Spelling for comprehensive progression.]	
Spell some words from the Y3/Y4 word list correctly.	
Use prefixes and suffixes and know how to add them. (super-, anti-, auto-) English Appendix 1 [Refer to No Nonsense Spelling for comprehensive progression.]	
Use the first two or three letters of a word to check its spelling in a dictionary.	
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	
Dependence  Independence Fluent Writer	
YEAR 4	
COMPOSITION	Writing Behaviour – Fluent Writer

Consider what to write, plan, draft and write	Fluent writers are capable writers, who are growing in independence and using writing for a wider range of purposes – expressive, informational and imaginative. Inspired by a range of reading, children at this stage begin to plan for an audience and are beginning to consider the appropriateness of language and style and to shape their language with a considered reader or audience in mind.
Plan	
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	
<u>I can plan using appropriate features of the text type.</u>	Children at this stage often choose to write over longer periods. They can write more extensively and their writing is appropriate to the purpose and audience. They write about their experiences and interests and begin to think about their audience and adapt their tone accordingly. Their narratives have clear structures, include a clear beginning, middle and end and involve more elaborate descriptions and details, often through the use of adverbial clauses. In non-fiction writing, they show how meaning can be enhanced through details, explanations, and examples. They have embedded skills and write automatically, no longer struggling with the physical process of writing and are able to develop a far greater stamina for writing. They begin to organise writing into sections for clarity. Their writing shows increasing attention to the visual patterns in spelling, which is generally accurate, with plausible attempts at unknown or increasingly difficult words. Common errors may include misspelling of homophones and inaccuracies in using apostrophes for contractions. Children work confidently with response and editing partners to show how their writing could be improved for the reader and for sense, through spelling and punctuation as well as word choice.
Draft and write	
Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	
Write their ideas in order so that they flow.	
Use an increasing range of sentence structures in their writing	
Choose grammar and vocabulary to make writing more interesting. (noun / prepositional phrases. E.g. the teacher... expanded to: the strict maths teacher with curly hair)	
<u>Use fronted adverbials.</u>	
Create some clear links between paragraphs sometimes using connectives or a connecting phrase, e.g. meanwhile, sometime, later, afterwards.	
Make additions, revisions and corrections, evaluate and edit	
Propose changes to grammar and vocabulary to improve consistency	
Use pronouns and nouns to improve the flow of their writing.	They use a greater range of punctuation: building on knowledge established in earlier stages, they now use commas to demarcate
Read their work clearly, with intonation, to a group or class so that they understand it.	
HANDWRITING AND PRESENTATION	
Use accurate joins to connect letters.	
Know which letters should be left unjoined.	

GRAMMAR: WORD, SENTENCE, TEXT, PUNCTUATION AND TERMINOLOGY	clauses, are increasing in confidence in their use of speech-related punctuation and are punctuating texts for meaning more consistently.
Understand the grammatical difference between the plural and possessive –s. (punctuation)	
Use commas after fronted adverbials. (punctuation)	
Use inverted commas and other punctuation to indicate direct speech, e.g. The conductor shouted, “Sit down!” (punctuation)	
SPELLING	
Place the possessive apostrophe accurately in words with regular [for example, girls’, boys’] and irregular plurals [for example, children’s].	
Spell most words from the Y3/Y4 word list correctly.	
Spell further homophones.	
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	
Dependence Independence Experienced Writer	
YEAR 5	
COMPOSITION	Writing Behaviour – Experienced Writer
Consider what to write, plan and draft writing	
Plan	

Discuss how authors develop characters and settings and create atmosphere	Experienced writers are confident students who enjoy writing in different genres, and are developing personal voices. Their writing may show marked influences of texts that have been read. As students' writing becomes more confident and complex, they begin to set an appropriate mood and tone for their pieces. Sentence length and structure are varied for effect and transitional phrases are used appropriately and successfully to ensure fluency. Students' writing at this stage is securely organised within paragraphs, which are connected coherently with a varying choice of vocabulary and structures suitable to the purpose, audience and genre. Students at this stage use standard forms more consistently. They use written language in more deliberate ways to make meanings more explicit. They still need support in sustaining long pieces of writing or expressing complex meanings. They draw on a range of effective strategies for spelling, using a wider range of rules and patterns. They know and apply more infrequent representations of common sounds such as /g/ in league, /k/ in antique and include the correct use of more complex prefixes and suffixes such as variation of /-tion/. They use a wider range of punctuation consistently and devices such as ellipsis to create a specific effect on the reader. When re-reading, responding and editing their writing, students provide examples, add reasons, and delete for clarification. Their editing is more advanced, and they find most of their own grammar, spelling, capitalisation, and punctuation errors. They have developed their own legible style of handwriting.
Draw on reading and research to make notes and develop initial ideas.	
<u>Use the main features of a given form, and adapt them to the purpose of my writing.</u>	
Draft and write	
Use noun phrases to give more concise information e.g. the curly haired maths teacher (sentence)	
<u>Indicate degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (e.g. might, should, will, must) (sentence)</u>	
Use relative clauses: <i>who, which, where, when, whose, that</i> (sentence)	
Use a wide range of clause structures, sometimes varying their position within the sentence.	
<u>Use dialogue to suggest a character's personality or to move on the action</u>	
<u>Link ideas within a paragraph (including adverbials) .e.g. then, after that, firstly (text)</u>	
Show clear links between paragraphs, throughout writing, using co-ordinating and subordinating conjunctions. (text)	
Make additions, revisions and corrections, evaluate and edit	
<u>Use the correct verb tense (past, present & future) throughout a piece of writing.</u>	
Use a thesaurus.	
Consider and propose changes to vocabulary, grammar and punctuation to clarify meaning and to enhance the effect.	
Assess the effectiveness of different pieces of writing, including their own.	
HANDWRITING AND PRESENTATION	

Use legible and fluent joined handwriting.	
GRAMMAR: WORD, SENTENCE, TEXT, PUNCTUATION AND TERMINOLOGY	
Set out dialogue accurately	
<u>Use commas to clarify meaning</u>	
Use bracket, dashes or commas as parentheses (extra information)	
Use and understand the grammatical terminology in English Appendix 2 to talk about their writing: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	
SPELLING	
Recognise the different spellings of homophones	
Spell some words from the Y5/Y6 word list correctly.	
Understand verb prefixes (e.g. dis-, de-, mis-, over-, re-)	
<u>Convert nouns or adjectives into verbs (using suffixes, e.g. –ate, -ise, -ify)</u>	
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	

Consider what to write, plan and draft writing	Writing Behaviour - Independent Writer Independent writers are self-motivated, can write at length and are beginning to use writing to refine their own ideas. They are developing their own style and range as writers, but may still need support with the structuring of more complex narrative and non-narrative forms. In understanding the purpose and audience of their writing, they can select the appropriate form and style. Students at this stage have a wide experience of writing across a range of genres and can write at length; shaping and developing writing across a wide range of genres, without first needing explicit teaching of genre features. Having a broad range of experience across different types of writing, they now choose and use language and features that are most appropriate and effective for the purpose and audience of their writing. They are able to follow the process of drafting, redrafting and publishing, enhancing writing to meet the needs of the reader, as they edit and respond to their own writing. They use a range of techniques to enhance reader response such as varied sentence structures, précis longer passages to enhance readability, using dialogue to shape characters and advance action and using a range of adverbials to improve cohesion. They use more sophisticated punctuation such as semi-colons, colons and hyphens, commas and brackets for parenthesis to improve readability or for effect. They have sufficient experience from reading and extensive exploration of a range of texts across genres to form an understanding and appreciation of how language functions and how best to use this to inform their choices when writing. Students show an ability to discriminate between formal and informal voice, and choose the appropriate voice to suit the purpose and audience. They use standard spelling consistently including the use of silent letters and draw on effective self-help strategies when challenged by unknown words. They are increasingly able to use punctuation, including paragraphing effectively, to organise texts.
Plan	
Plan stories that develop characters and settings.	
Plan their writing carefully, using examples from research and things they have read.	
<u>Adapt style when writing for a given audience to make sure they keep them interested.</u>	
Draft and write	
<u>Create atmosphere and describe characters and settings carefully.</u>	
Choose grammar and vocabulary carefully to change and improve the meaning of their writing.	
Use specific vocabulary in my writing to match the topic.	
Use a variety of connectives, pronouns or can refer back to the text , to link ideas within their paragraphs.	
Précis longer passages.	
<u>Use a range of devices to organise and structure writing, and guide the reader. Eg: headings, sub-headings, statements, underlining, bullet points, columns, tables</u>	
Use devices to ensure paragraphs have clear structure and support the main purpose of the text.	
Make additions, revisions and corrections, evaluate and edit	
Present my own work, expressing it clearly so that the meaning is clear.	
<u>Proof-read my work to check for punctuation/spelling errors.</u>	

Ensure that the subject and verbs agree throughout my writing (when using singular and plural).	They are likely to reflect on their writing and revise texts for the reader, choosing language for effect or to clarify meanings. Writing Behaviour – Mature, Independent Writer Mature, independent writers are highly competent and developed writers, who have a recognisable voice and use writing as a tool for thinking. They make conscious decisions about appropriate forms and styles of writing, drawing on a wide experience of reading. They may show marked preferences for writing in particular genres. Students at this stage can communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. There is a skilfully controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion. Paragraphs are fluently linked to ensure flow. They use Standard English consistently and appropriately and have a secure control of complex grammatical structures. They are able to craft texts with the reader in mind and reflect critically on their own writing. They are able to manipulate and control their writing to achieve intent as a writer for effect on the reader. They have an ambitious vocabulary, which is used convincingly for purpose and effect. An assured use of sentence structures relates to purpose and audience and supports coherence and cohesion to achieve particular effects is evident in their writing. Students exhibit control of voice to affect presentation of information in their writing. They achieve accuracy in spelling and a full range of punctuation for clarity or emphasis. They have legible, consistent handwriting that can be maintained across contexts and when writing at speed.
Proof-read for spelling and punctuation errors.	
HANDWRITING AND PRESENTATION	
Maintain a legible and fluid joined handwriting script.	
GRAMMAR: WORD, SENTENCE, TEXT, PUNCTUATION AND TERMINOLOGY	
Understand when and how to use formal/informal speech. (word and sentence)	
Use bullet points correctly to list information. (punctuation)	
Understand semi-colons, colons and dash and can use them correctly (for lists and to mark the boundary between independent clauses). (punctuation)	
Understand hyphens and use them correctly, e.g. man eating shark v man-eating shark, or recover v re-cover. (punctuation)	
Use synonyms/antonyms in my writing. (word)	
Use the passive voice (to affect the presentation of information in a sentence).	
Link ideas within and across paragraphs using a wider range of cohesive devices. (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) (text)	
Use and understand the grammatical terminology in English Appendix 2 to talk about their writing: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	
SPELLING	
Distinguish between homophones and other words which are often confused.	
Spell most words from the Y5/Y6 word list correctly.	
Spell words containing 'silent' letters. (psalm, example, knight, solemn, etc.)	

Understand and can use prefixes and suffixes.	
Use dictionaries to check the <u>spelling and meaning of words.</u>	