

## Whitchurch Writing Knowledge and Progression

|   | Key stage /<br>Year group<br>age<br>appropriate | What is expected?  | Cohort<br>Assessment |
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| 1 | Pre Key<br>Stage<br>Standard 1<br><br>(YR)      | <p><b><u>Composition</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach').</li> <li>use vocabulary focused on objects and people that are of particular importance to them.</li> <li>begin to understand 'why' and 'how' questions.</li> </ul> <p><b><u>Transcription</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand).</li> <li>begin to give meaning to the marks that they make</li> <li>can copy some letters from their name</li> <li>to begin to form some recognisable letters</li> </ul>   |                      |
| 2 | Pre Key<br>Stage<br>Standard 2<br><br>(YR)      | <p><b><u>Composition</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>speak to retell a simple past event in correct order, say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today,...we ate ice cream / I played in the sand / it was hot').</li> <li>use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>question why things happen and gives explanations and asks questions, e.g. who, what, when, how.</li> <li>begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</li> </ul> <p><b><u>Transcription</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>hold a pencil near point between first two fingers and thumb, and uses it with good control.</li> <li>show a preference for a dominant hand</li> <li>form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading</li> <li>identify or write these 10+ graphemes on hearing corresponding phonemes</li> </ul> |                      |

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| 3 | <b>Pre Key<br/>Stage<br/>Standard 3<br/><br/>(YR)</b>      | <p><b><u>Composition</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• use talk to make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences</li> <li>• write their own name and other things such as labels or write a caption / short phrase using the graphemes that they already know</li> <li>• attempt to write short sentences in meaningful contexts</li> <li>• answer 'how' and 'why' questions about their experiences and in response to stories or events</li> </ul> <p><b><u>Transcription</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading</li> <li>• identify or write these 20+ graphemes on hearing the corresponding phonemes</li> <li>• spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot)</li> <li>• to use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed</li> </ul> |  |
| 4 | <b>Pre Key<br/>Stage<br/>Standard 4<br/><br/>(YR / Y1)</b> | <p><b><u>Composition</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• make up their own sentences and say them aloud, after discussion with the teacher</li> <li>• write down one of the sentences that they have rehearsed</li> <li>• use simple sentence structures</li> </ul> <p><b><u>Transcription</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• form most lower-case letters correctly</li> <li>• identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes</li> <li>• spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)</li> <li>• spell a few common exception words (e.g. I, the, he, said, of)</li> </ul>   |  |

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| 5 | EXS<br>(Y1)          | <p><b><u>Composition</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• write simple sentences which can be read by themselves and others - some words are spelt correctly and others are phonetically plausible</li> <li>• develop their own narratives and explanations by connecting ideas or events</li> <li>• express themselves effectively, showing awareness of listeners' needs</li> <li>• use past, present and future forms accurately when talking about events that have happened or are to happen</li> <li>• compose sentences orally before writing; talk about where the sentence begins and ends</li> <li>• attempt to write appropriately to the task</li> <li>• compose orally and write simple poems</li> <li>• re-read writing to check it makes sense</li> </ul> <p><b><u>Transcription</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• write from memory, simple dictated sentences containing the GPCs and words taught so far, which can be read by themselves and others</li> <li>• identify or write the 40+ graphemes and use them with increasing accuracy to spell words</li> <li>• use clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• form many lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• write some irregular common words</li> <li>• name the letters of the alphabet in order</li> </ul>  |  |
| 6 | EXS (Y1)<br>WTS (Y2) | <p><b><u>Composition</u></b><br/> <i>The pupil can, after discussion with the teacher:</i></p> <ul style="list-style-type: none"> <li>• write sentences that are sequenced to form a short narrative (real or fictional)</li> <li>• use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</li> <li>• use the joining word (conjunction) 'and' to link ideas and sentences.</li> <li>• begin to form simple compound sentences.</li> <li>• use a capital letter for the pronoun 'I' and for names of people</li> <li>• demarcate some sentences with capital letters and full stops and begin to use a question mark</li> <li>• use adjectives to describe to start to engage their readers in their writing</li> <li>• discuss own writing with others; make simple changes where suggested</li> </ul> <p><b><u>Transcription</u></b><br/> <i>The pupil can, after discussion with the teacher:</i></p> <ul style="list-style-type: none"> <li>• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</li> <li>• spell most of the Y1 common exception words</li> <li>• apply Y1 spelling rules and guidance</li> <li>• spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word</li> <li>• understand the difference between singular and plural and add suffixes s and es to words e.g. cats, witches,</li> <li>• recognise and spell a set of simple compound words</li> <li>• form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form lower-case letters of the correct size relative to one another in some of their writing</li> <li>• use spacing between words.</li> </ul> |  |

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| 6 (cont.) | GDS<br><br>(Y1) | <p><b><u>Composition</u></b><br/> <i>The pupil can, after discussion with the teacher:</i></p> <ul style="list-style-type: none"> <li>• use a capital letter and full stop in nearly all of their sentences</li> <li>• make sentences longer and use joining words other than just 'and'</li> <li>• use new vocabulary and experiment with its use in their writing to engage their reader</li> <li>• all writing can be read without additional explanation</li> <li>• make simple improvements to their writing</li> </ul> <p><b><u>Transcription</u></b><br/> <i>The pupil can, after discussion with the teacher:</i></p> <ul style="list-style-type: none"> <li>• spell all words in the Y1 common exception words and all of the HFW previously taught</li> <li>• consistent in use of upper and lower case letters and all writing is legible</li> </ul>   |  |
| 7         | EXS<br><br>(Y2) | <p><b><u>Composition</u></b><br/> <i>The pupil can, after discussion with the teacher:</i></p> <ul style="list-style-type: none"> <li>• write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• write about real events, recording these simply and clearly, maintaining form</li> <li>• reread their writing to check that it makes sense and to independently begin to make changes</li> <li>• use co-ordination (e.g. or / and / but)</li> <li>• compose sentences orally and use the drafting process to gather and write down ideas and key words</li> <li>• compose orally and write poetry in a variety of forms</li> <li>• identify word classes: noun, adjective, verb and adverb</li> <li>• understand and use the different sentence types: statements, commands, questions</li> </ul> <p><b><u>Transcription</u></b><br/> <i>The pupil can, after discussion with the teacher:</i></p> <ul style="list-style-type: none"> <li>• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>• spell all of the Y1 common exception words</li> <li>• spell some simple common homophones</li> <li>• write from memory, simple dictated sentences which include familiar words and GPCs</li> <li>• use spacing between words that reflects the size of the letters and write legibly</li> </ul> |  |
| 8         | EXS<br><br>(Y2) | <p><b><u>Composition</u></b><br/> <i>The pupil can, after discussion with the teacher:</i></p> <ul style="list-style-type: none"> <li>• choose the past or present tense appropriately and mostly maintain the correct tense in work</li> <li>• re-read and check own writing, proof reading for errors, beginning to evaluate word choices</li> <li>• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>• use some varied vocabulary to create detail, including adjectives to make noun phrases; adverbs and verbs</li> <li>• use some subordination (e.g. when / if / that / because) to join clauses</li> </ul> <p><b><u>Transcription</u></b><br/> <i>The pupil can, after discussion with the teacher:</i></p> <ul style="list-style-type: none"> <li>• spell many of the Y2 common exception words</li> <li>• spell common decodable two and three syllable words which include familiar graphemes</li> <li>• apply year 2 spelling rules</li> <li>• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> </ul>  |  |

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| 8 (cont.) | GDS<br><br>(Y2) | <p><b><u>Composition</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>• sustain the quality of their writing throughout the piece of work</li> <li>• consistently write in the correct tense throughout a piece of work</li> <li>• use varied vocabulary to create detail and interest, adjectives to make noun phrases; adverbs and verbs</li> <li>• reread to check that their writing makes sense, the correct tense is used throughout, make simple additions, evaluate word choice and make revisions / proof-reading corrections</li> <li>• use the punctuation taught at key stage 1 mostly correctly including commas in a list and apostrophes to mark possession / contractions</li> </ul> <p><b><u>Transcription</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• spell most of the Y2 common exception words</li> <li>• spell most common homophones in Y2 spelling</li> <li>• add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*</li> <li>• spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</li> <li>• learn the possessive singular apostrophe (e.g. the girl's book).</li> <li>• use the diagonal and horizontal strokes needed to join some letters</li> </ul> |  |
| 9         | EXS<br><br>(Y3) | <p><b><u>Composition</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• plan their writing by discussing and recording ideas</li> <li>• begin to use the structure of a wider range of text types and write to suit purpose, showing features of genre being taught, including non-fiction organisational devices</li> <li>• draft and write by composing simple sentence structures orally first</li> <li>• draft and write to create settings, characters and plot in narratives, using some description and interesting details</li> <li>• create chronological narratives, writing in sequence</li> <li>• write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements</li> <li>• consolidate knowledge of word classes: noun, adjective, verb, adverb</li> </ul> <p><b><u>Transcription</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation</li> <li>• spell some of the Y3 Y4 common exception words</li> <li>• spell some more common complex homophones / near homophones</li> <li>• writing is legible</li> <li>• letters are gaining in consistency of size and formation and capital letters are the correct size relative to lower case</li> </ul>  |  |

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| 10 | <p><b>EXS</b></p> <p><b>(Y3)</b></p> | <p><b><u>Composition</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• proofread their own work to check for errors (with increasing accuracy) and to make improvements</li> <li>• begin to organise their writing into paragraphs around a theme</li> <li>• use subordinate clauses</li> <li>• try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with subject/verb agreement</li> <li>• use the full range of punctuation from previous year groups</li> <li>• use a range of conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>• identify direct speech and begin to use inverted commas for direct speech</li> <li>• use 'a' or 'an' correctly throughout a piece of writing</li> </ul> <p><b><u>Transcription</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• apply most of the Y3 spelling rules to their writing</li> <li>• use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-.</li> <li>• spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion.</li> <li>• embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural</li> <li>• possession e.g. boys' coats..</li> <li>• begin to join some letters with increased accuracy and speed</li> </ul>   |  |
|    | <p><b>GDS</b></p> <p><b>(Y3)</b></p> | <p><b><u>Composition</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</li> <li>• consistently organise writing into paragraphs</li> <li>• demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• make deliberate ambitious word choices to add detail.</li> <li>• maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</li> <li>• accurately use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</li> <li>• punctuate direct speech accurately, including the use of inverted commas.</li> </ul> <p><b><u>Transcription</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• apply all of the Y3 spelling rules to their writing, using the range of suffixes / prefixes / homophones independently in their work in the correct context</li> <li>• spell most of the Y3 Y4 common exception words</li> <li>• use a neat, joined handwriting style with increasing accuracy and speed, over sustained pieces of writing</li> <li>• understand which letters, when adjacent to one another, are best left unjoined.</li> </ul> |  |

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| 11 | EXS<br>(Y4) | <p><b><u>Composition</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)</li> <li>• write a range of narratives that are well- structured and well-paced</li> <li>• consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>• discuss and develop initial ideas in order to plan and draft before writing</li> <li>• write to suit purpose and with a growing awareness of audience, using some appropriate features</li> <li>• use dialogue, although balance between dialogue and narrative may be uneven</li> <li>• describe characters, settings and plot, with some interesting details</li> <li>• write a range of sentence types which are grammatically accurate e.g. commands, questions and statements</li> <li>• use a variety of connectives to join words and sentences including time connectives</li> </ul> <p><b><u>Transcription</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• spell most of the Y3 Y4 common exception words</li> <li>• write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation</li> <li>• all letters and digits are consistently formed and of the correct size, orientation and relationship to one another</li> <li>• writing is legible and is spaced sufficiently so that ascenders and descenders do not meet</li> </ul>  |  |
| 12 | EXS<br>(Y4) | <p><b><u>Composition</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion</li> <li>• organise their writing into paragraphs around a theme to add cohesion and to aid the reader</li> <li>• use all of the necessary punctuation in direct speech mostly accurately</li> <li>• within writing, use an increasing range of sentence structures, experimenting with more than one clause</li> <li>• use inverted commas accurately for direct speech</li> <li>• identify the correct determiner e.g. a, an, these, those</li> <li>• usually use the past or present tense, and 1st/3<sup>rd</sup> person, consistently</li> <li>• use subordinate clauses, extending the range of sentences with more than one clause using a wide range of conjunctions</li> <li>• vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he...</li> <li>• use expanded noun phrases and adverbial phrases to expand sentences</li> <li>• use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials</li> </ul> <p><b><u>Transcription</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-</li> <li>• add suffixes which begin with a vowel e.g. forget, forgetting and add suffixes –sion, -ous, -cian and –ly</li> <li>• apply most of the Y4 spelling rules to their writing</li> <li>• spell words that use the possessive apostrophe for both single and plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's)</li> <li>• confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency</li> <li>• appropriate letters are joined consistently</li> </ul> |  |

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| <b>(12 cont.)</b> | <b>GDS<br/>(Y4)</b> | <p><b><u>Composition</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>consistently and accurately organise their writing into paragraphs around a theme to add cohesion and to aid the reader</li> <li>within writing, progressively build a varied and rich vocabulary and an increasing range of sentence structures</li> <li>create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere</li> <li>use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences</li> <li>expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li> <li>use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas</li> </ul> <p><b><u>Transcription</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>apply all of the Y4 spelling rules to their writing</li> <li>spell all of the Y3 Y4 common exception words</li> <li>consistently use apostrophes for singular and plural possession.</li> <li>increase the legibility, consistency and quality of their handwriting, using diagonal and horizontal joining strokes, sustaining the quality of presentation throughout a piece of work</li> </ul> |  |
| <b>13</b>         | <b>EXS<br/>(Y5)</b> | <p><b><u>Composition</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>to 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</li> <li>describe settings, characters and atmosphere with carefully- chosen vocabulary</li> <li>regularly use dialogue to convey a character and to advance the action</li> <li>write a range of sentence structures which are grammatically accurate</li> <li>understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose</li> <li>demarcate sentences correctly using all previously taught punctuation</li> <li>identify and select determiners</li> <li>use commas to clarify meaning or to avoid ambiguity</li> </ul> <p><b><u>Transcription</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>write from memory, dictated sentences which include words from the ks2 curriculum</li> <li>convert nouns or adjectives into verbs following the spelling rules</li> <li>spell some homophones from the YR 5-6 spelling appendix</li> <li>increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say (quality may not be maintained at speed)</li> </ul>   |  |



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| 14 | EXS<br><br>(Y5) | <p><b><u>Composition</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</li> <li>• proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements</li> <li>• organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs (joins between sections may need development; coverage within sections may vary)</li> <li>• choose vocabulary and grammar to suit formal and informal writing, with guidance</li> <li>• use vocabulary which is becoming more precise for effect, to enhance mood, clarify meaning and create pace</li> <li>• begin to recognise active and passive voice</li> <li>• use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might etc</li> <li>• use a wider range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly)</li> <li>• ensure the consistent and correct use of tense throughout all pieces of writing</li> <li>• use comma for a pause in complex sentences, begin to use punctuation for parenthesis: brackets, commas, dashes</li> </ul> <p><b><u>Transcription</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• apply most of the Y5 spelling rules to their writing</li> <li>• to spell most of the Y5 and Y6 statutory spelling words correctly</li> <li>• spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence.</li> <li>• use the hyphen to join a prefix to a root e.g. re-enter</li> <li>• correct choice is made about whether to join handwriting or print letters e.g. to label a diagram</li> <li>• write legibly, fluently and with increasing speed</li> </ul> |  |
|    | GDS<br><br>(Y5) | <p><b><u>Composition</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• proofread work to précis longer passages by removing unnecessary repetition or irrelevant details, reordering sentences to create greater impact for the reader</li> <li>• consistently link ideas across paragraphs, sustaining quality of links throughout the piece of writing</li> <li>• use all punctuation taught consistently and accurately throughout most pieces of work</li> <li>• consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes</li> <li>• use precise vocabulary for effect, to enhance mood, clarify meaning and create pace</li> <li>• use a wide range of linking words/phrases between sentences and paragraphs to build cohesion and fluidity</li> <li>• to perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> <li>• apply all knowledge of word classes confidently in all pieces of work</li> </ul> <p><b><u>Transcription</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• apply all of the Y5 spelling rules to their writing</li> <li>• spell many of the Y5 and Y6 statutory words correctly</li> <li>• write legibly, fluently and with increasing speed, sustaining presentation for most pieces of work</li> </ul>  |  |

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| 15 | EXS<br>(Y6) | <p><b><u>Composition</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• in narratives, describe settings, characters and atmosphere with some precision</li> <li>• integrate dialogue in narratives to convey character and advance the action</li> <li>• use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even</li> <li>• use verb tenses consistently and correctly throughout their writing</li> <li>• discuss and develop ideas; routinely use the drafting process before and during writing</li> <li>• use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader</li> <li>• write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'</li> <li>• select vocabulary and grammar to suit formal and informal writing</li> </ul> <p><b><u>Transcription</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• maintain legibility in joined handwriting when writing at speed</li> <li>• write from memory, dictated sentences which include words and punctuation from the ks2 curriculum</li> <li>• use their knowledge of adjectives to build nouns</li> <li>• use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li> </ul>  |  |
| 16 | EXS<br>(Y6) | <p><b><u>Composition</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• use precise vocabulary for effect, to enhance mood, clarify meaning and create pace</li> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</li> <li>• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility; use of active and passive voice)</li> <li>• adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing</li> <li>• use the range of punctuation taught at key stage 2 mostly correctly including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points; inverted commas and other punctuation to indicate direct speech</li> <li>• summarise longer passages, when required evaluate own and others' writing; proof read, edit and revise</li> </ul> <p><b><u>Transcription</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• apply most of the Y6 spelling rules to their writing</li> <li>• to spell most of the Y5 and Y6 statutory spelling words correctly and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>• spell some challenging homophones from the YR 5-6 spelling appendix</li> <li>• use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial.</li> <li>• use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns</li> </ul> |  |

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| 16 (cont.) | GDS<br><br>(Y6) | <p><b><u>Composition</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</li> <li>• distinguish between the language of speech and writing and choose the appropriate register</li> <li>• exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> <li>• use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</li> </ul> <p><b><u>Transcription</u></b><br/> <i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• apply all of the Y6 spelling rules to their writing</li> <li>• spell all of the Y5 and Y6 statutory words correctly</li> </ul> |  |
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