St Mary's RC Primary School

Assessment Without Levels

English: WRITING

	Emerging 1	Emerging 2	Developing 1	Developing 2	Secure 1	Secure 2	Depth
Vocabulary, Grammar & Punctuation	• Speaks in sentences. • Organises writing correctly (top to bottom, left to right).	• **Composes phrases and sentences orally.** • Shows awareness of how full stops are used in writing or reading. • Writing may need some mediation.	• Begins to use capital letters for names. • Begins to recognise some basic punctuation in print.	• **Composes phrases and sentences orally** and attempts to replicate them in writing (little mediation needed). • **Uses capital letters and full stops at times.** • Recognises basic punctuation, question marks and exclamation marks in print. • Understands that '*and*' can join words and sentences.	• Writes a sentence that makes sense using capital letters and full stops. • Uses some descriptive language. • **Uses '*and*' to join words and clauses.**	• **Sequences sentences to from short narratives.** • **Uses capital letters for names of people, places, days of the week and the personal pronoun '*I*'.** • **Begins to use question marks and exclamation marks in writing.**	• Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading, across a range of curriculum areas.
Spelling	• Names some of the letters of the alphabet. • Spells vc words. • Spells cvc words (short and long vowels). • Spells words with adjacent consonants, e.g. '*scrap*', '*went*', '*stamp*', '*jump*'.	• **Spells words ending 'ff', 'll', 'ss', 'zz', 'ck'.** • **Spells words ending with the 'ng' sound ('n' before 'k').** • **Names the letters of the alphabet in order.** • Spells some of the Yr 1 CEW/ HFW correctly.	• Spells words with consonant digraphs and some vowel digraphs/ trigraphs. • Spells alternative vowel phonemes ('*ay*', '*ai*', '*a_e*'). • **Spells words ending in 'y'.**	• **Spells new consonant spellings 'ph' and 'wh'.** • **Begins to spell the singular plural of words.** • **Segment into syllables to divide words when spelling.** • **Spells the majority of the Yr 1 CEW/ HFW correctly (over 75%).**	• **Spell days of the week.** • Spell numbers to 20. • **Spell words ending in 'tch'.** • **Spell compound words.** • **Spell plurals of nouns and verbs adding 's' and 'es' to words.**	• **Spell verbs where no change is needed to the root word.** • **Adding endings 'ing', 'ed', 'er'.** • **Spell adjectives where no change is needed to the root word.** • **Adding 'er', 'est'.** • **Spell words with the addition of the prefix 'un'.**	• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Handwriting	• **Sits correctly at the table holding a pencil comfortably and correctly.** • Distinguishes between lower case letters and capital letters.		• **Spaces evident between words.** • **Uses knowledge of handwriting 'families' to begin to form letters correctly.** • Correctly forms the digits 0-9.		• **Forms capital letters correctly.** • **Begins to form lower case letters in the correct direction, starting and finishing in the right place.**		• Letters formed correctly, correct spacing between words and correct grip used as a matter of habit.
Composition	• Sequences short narratives orally and pictorially based on real and fictional experiences.	• **Says out loud what is going to be written about.**	• Begins to write short narratives based on real and fictional experiences.	• Includes a simple beginning, middle and end in writing. • **Discusses what they have written with teacher or to other pupils.**	• Uses a simple plan (e.g. a storyboard, a flowchart). • Writes short narratives based on real and fictional experiences.	• **Re-reads what has been written to check it makes sense.** • Makes simple changes to writing where suggested. • **Reads aloud own writing clearly enough to be heard by peers and the teacher.**	• Confidently plans a piece of writing. • Writes a narrative with a beginning, middle and end. • Can suggest improvements to own writing after hearing it read back, through discussion.

	Emerging 1	Emerging 2	Developing 1	Developing 2	Secure 1	Secure 2	Depth
Vocabulary, Grammar & Punctuation	• Uses subordinating conjunctions (joining words): *and, or, but, so.* • Uses simple adjectives for description.	• Understands and uses the terms noun, verb and adjective. • Uses question marks and exclamation marks in writing.	• Beginning to use adverbs in writing, e.g. *happily, quietly.* • Understands and uses the term adverb. • Beginning to use past and present tense correctly.	• Beginning to use subordinating conjunctions (joining words): *when, if, because, as.* • **Uses commas in lists.** • **Uses apostrophe for contraction.** • Uses capital letters for proper nouns accurately **some** of the time.	• **Recognises and writes (grammatically correct) different types of sentences: statements, questions, commands and exclamations.** • **Uses capital letters for proper nouns accurately almost all of the time.** • **Uses the past and present tense correctly throughout writing including the progressive form.**	• **Uses a full range of punctuation almost always correctly: *full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular possession.*** • **Uses expanded noun phrases, adjectives and adverbs for description and specification.** • **Understands and uses co-ordinating and subordinating conjunctions.**	• Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading, across a range of curriculum areas.
Spelling	• **Spell words with the *'n'* sound spelt *'kn'* and *'gn'* at the beginning of words.** • **Spell words with the *'r'* sound spelt *'wr'* at the beginning of words.** • **Spell words with the *'j'* sound spelt as *'ge', 'dge', 'g'.***	• **Spell words with the *'s'* sound spelt *'c'* before e, I, y.** • **Adding *'ing', 'ed', 'er', 'est', 'y'* to words ending in *'e'* with an a consonant before it.** • Begins to select correct GPCs in spelling.	• **Spells words ending in: *'le', 'el', 'al',* and *'il'.*** • **Adds *'ies'* to nouns and verbs ending in *'y'.*** • **Adds *'ed', 'ing', 'er', 'est'* to a root word ending in *'y'* with a consonant before it.**	• **Spells words with the suffix *'ly'.*** • **Uses *'ly'* to turn adjectives into adverbs.** • **Selects correct GPCs in spelling.** • **Words with contractions.**	• Uses phonic knowledge to spell simple monosyllabic and polysyllabic words. • Recognises own spelling mistakes and attempts to self correct. • **Spell words with the suffixes: *'ment', 'ness', 'ful', 'less'*** • **Adds *'ing', 'ed', 'er', 'est', 'y'* to words of one syllable ending in a single letter after a short vowel.**	• **Spells frequently used homophones/ near homophones.** • **Spells words using the possessive apostrophe (singular nouns).** • **Spells words ending in *'tion'.*** • **Spells most Yr 2 CEW & HFW words correctly.** • **Compound nouns.**	• Spells almost all of the Yr 2 CEW words correctly. • Correctly application of spelling rules in independent writing. • Recognises and self corrects own spelling mistakes without prompting.
Handwriting	• **Forms lower case letters of the correct size relative to one another.**		• **Handwriting is legible with almost all lower case letters and capital letters accurately and consistently formed, and of the correct size and orientation.**		• **Words are almost always appropriately and consistently spaced in relation to the size of the letters.** • **Some diagonal and horizontal strokes are used to join letters.**		• Legible and fluent with letters formed correctly, consistent size with appropriate joins.
Composition	• Plans out loud what is going to be written.	• Uses basic layout conventions in different forms of writing. • Creates simple plans to support writing. • Makes simple changes to writing where appropriate. • **Proof-reads own writing to check for basic errors.**	• **Writes down key ideas and words (inc. some new vocabulary drawn from listening to, and talking about, whole books to develop plans).** • Begins to choose words for effect.	• **Develops stamina to write at increased length.** • Considers word choice, grammar and punctuation. • **Re-reads own writing to check for sense, basic errors and meaning.** • **Reads aloud writing with appropriate intonation to make meaning clear.**	• Uses plans to support writing. • Links ideas and events using strategies to create 'flow'. • Makes appropriate additions, revisions and corrections. • **Proof reads to check for errors in spelling, grammar and punctuation.**	• **Writes for different purposes (inc. poetry).** • **Writes narratives about personal experiences and those of others (real and fictional).** • Evaluates the effective use of word choice, grammar and punctuation. • **Re-reads writing to check for correct and consistent tense.** • **Evaluates writing with teachers and peers.**	• Ability to write clearly, accurately and coherently for a range of purposes across the curriculum. • Plan, draft, write and evaluate own work to enhance the effectiveness of what is written. • Perform independent compositions, using appropriate intonation and volume. • Exhibits skills with confidence and independence.

	Emerging 1	Emerging 2	Developing 1	Developing 2	Secure 1	Secure 2	Depth
Vocabulary, Grammar & Punctuation	• Uses a wide range of conjunctions to join sentences and develop ideas, e.g. *when, if, because, although.* • Begins to select words for effect. • Begins to show variety of sentence openers.	• Uses a range of punctuation with increasing accuracy: *full stops, question marks, exclamation marks, commas in a list.* • **Uses pronouns to avoid repetition, e.g. *he, she, they*.** • **Apostrophe for singular possession, e.g. *Jake's bag.*** • Apostrophe for contraction. • **Uses a or an according to whether the next word begins with a consonant or vowel, e.g. *an apple, a car*.**	• **Begins to use apostrophe for plural possession with singular and plural nouns.** • **Begins to use inverted commas to punctuate direct speech.**	• **Understands main clauses.** • **Begins to use inverted commas to punctuate direct speech.**	• Uses a varied and rich vocabulary. • **Express time, place and cause by using prepositions, e.g. *before, after, during, in.*** • **Uses the present perfect form of verbs instead of the simple past, *e.g. 'He has gone out to play' rather than 'He went out to play.'*** • **Expresses time, place and cause using adverbs, e.g. *then, next, soon, therefore.***	• **Begins to understand subordinate clauses.** • Uses a full range of punctuation accurately and effectively: *full stops, question marks, exclamation marks, commas in a list, apostrophe for contraction.* • **Apostrophe for singular possession and inverted commas for direct speech.** • **Expresses time, place and cause using conjunctions, e.g. *when, before, after, so.***	• Use and understand the grammatical terminology in **Appendix 2** accurately and appropriately in discussing their writing and reading, across a range of curriculum areas.
Spelling	• **Spell words with the *'ai'* sound spelt *'ei'*, *'eigh'* or *'ey'*.** • **Spell words containing the *'u'* sound spelt *'ou'*.**	• **Adds suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding *'ing'*).**	• **Spell words with the *'I'* sound spelt *'y'*, not just when positioned at the end of words.** • **Spell words using prefixes: *'un', 'dis', 'mis', 'in' 'im', 'il', 'ir', 're', 'sub', 'inter', 'super', 'anti', 'auto'.***	• **Correct use of possessive apostrophe with regular and irregular plural words.** • **Formation of nouns using a range of prefixes, e.g. *'super', 'anti', 'auto'.***	• **Use the first 2 or 3 letters of a word to check it's spelling in a dictionary.** • **Spell words using knowledge of a word family, e.g. *'solve', 'solution', 'solver'.***	• **Correctly spell some of the commonly mis-spelt words from the Yr 3/4 list.** • From memory write simple sentences, dictated by the teacher, which include words and punctuation taught so far.	• Spell the **majority** (over 80%) of the Yr 3/4 words correctly.
Handwriting	• Lines of writing are sufficiently spaced so that ascenders and descenders of letters do not touch.		• **Use of the diagonal and horizontal strokes that are needed to join letters, showing understanding of which letters, when adjacent to each other, are best left unjoined.**		• Legible and consistent, almost always of a very high standard.		• Neat, legible and **usually** maintaining a joined style.
Composition	• **Discuss and informally record ideas.** • Shows awareness of target audience. • Sentences composed, orally at first, using a wider range of structures and increasing vocabulary.	• **Begins to use paragraphs to group related material.** • Shows increasing awareness of the audience and purpose of different types of writing. • Uses a range of planning strategies and tools. • Ability to discuss models of writing, noting structure, grammatical features and vocabulary.	• **Reads aloud own writing using appropriate intonation and controlling the volume so that the meaning is clear.** • Compose narratives with a clear structure, setting, characters and plot.	• **Headings and sub-headings used to aid presentation in non narrative writing.** • Writes for a range of real purposes and audiences as part of their work across the curriculum (separate writing to be evidenced in topic books).	• **Uses texts similar to those that they are planning to write, to understand and learn from its structure.** • **Proof reads for spelling, grammar and punctuation errors and self corrects appropriately.**	• Structures and organises writing with a beginning, middle and end across a range of text types. • **Assesses the effectiveness of own and others' writing.** • Variety of sentences with more than one clause, by using a range of conjunctions, to engage readers interest.	• Ability to write clearly, accurately and coherently for a range of purposes across the curriculum. • Plan, draft, write and evaluate own work to enhance the effectiveness of what is written. • Perform independent compositions, using appropriate intonation, volume, and movement so that meaning is clear. • Exhibits skills with confidence and independence.

	Emerging 1	Emerging 2	Developing 1	Developing 2	Secure 1	Secure 2	Depth
Vocabulary, Grammar & Punctuation	• **Use of fronted adverbials, e.g. *In a rush, In the afternoon, Under the bridge*.**	• **Use of noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.** • **Apostrophes to mark singular and plural possession, e.g. *the boy's bag, the girls' toilets (for lots of girls)*.** • **Understands the grammatical difference between plural and possessive –s.**	• **Standard English form used for verb inflections instead of local spoken form, e.g. *'we were'* not *'we was'* and *'I did'* not *'I done'*, ensuring grammatical accuracy.** • Selects, and uses, vocabulary which is appropriate to task, audience and purpose. • Nouns and pronouns chosen appropriately for clarity, cohesion and to avoid repetition.	• **Commas used to demarcate fronted adverbials.** • Increasingly aware of subordinate clauses and experiments with their position in sentences. • Conjunctions, adverbs and prepositions used to express time and cause. • Some correct use, and punctuation of, direct speech, e.g. *My friend said, "come over to my house."*	• Writes with clear grammatical accuracy. • Extends the range of sentences with more than one clause by using a **wider range of conjunctions**, including: *when, if, because, although,* utilising an **increased range of structure** (simple, compound and complex) • **Identifies parts of speech (now including possessive pronouns and determiners).**	• **Uses subordinate clauses and fronted adverbials which are correctly punctuated using commas.** • **Punctuates direct speech correctly, using commas after reporting clause and new speaker, new line.** • Correct use of present perfect form of verbs in contrast to the past tense.	• Use and understand the grammatical terminology in **Appendix 2** accurately and appropriately in discussing their writing and reading, across a range of curriculum areas.
Spelling	• **Use the suffixes: *ly, ation, ous* correctly.** • Use the prefixes: *'dis', 'mis', 'in'*.	• **Recognise and spell homophones from the Yr 3/4 list; Appendix 1.** • **Spell words ending with: *'sure'* and *'ture'*.**	• **Spell words with the *'k'* sound spelt *'ch'*.** • **Spell words with the *'sh'* sound spelt *'ch'*.** • **Spell words with endings sounding *'shun'*: tion, sion, ssion, cian.**	• **Spell words ending with the *'g'* sound spelt *'gue'* and the *'k'* sound spelt *'que'*.** • **Spell words with the *'s'* sound spelt *'sc'*.**	• **Use the first 2 or 3 letters of a word to check it's spelling in a dictionary.** • **Place possessive apostrophe accurately in words with** regular and irregular plurals.	• **Correctly spell at least 50% of the commonly mis-spelt words from the Yr 3/4 list.** • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• Spell the majority (over 90%) of the Yr 3/4 words correctly. • Spell **some** words from the Yr 5/6 list correctly.
Handwriting	• Lines of writing are sufficiently spaced so that ascenders and descenders of letters do not touch.		• **Use of the diagonal and horizontal strokes that are needed to join letters, showing understanding of which letters, when adjacent to each other, are best left unjoined.**		• **Legible and consistent, almost always of a very high standard.**		• Neat, legible and usually maintaining a joined style.
Composition	• Orally rehearse and compose a sentence or sequence of sentences with a varied and rich vocabulary (see **English Appendix 2**). • Discuss and informally record ideas.	• **Choosing appropriate pronouns and nouns within and across sentences to support cohesion and avoid repetition.** • **Proof reads for spelling, grammar and punctuation errors, self-correcting as the writing develops.**	• Attempts to make simple links between paragraphs. • Plans effectively for a range of writing. • Decisions about writing are based on awareness of audience and purpose.	• **Reads aloud their own writing to a group or the whole class, using appropriate intonation and controls the tone and volume so that the meaning is clear.** • **Proposes changes to grammar and vocabulary to improve consistency.** • Interesting detail used when describing characters, setting and plot; emphasis on one or two of these.	• **Creates settings, characters and plot in narratives, providing interesting detail via a range of devices.** • **Organises paragraphs around a central theme.** • Use a range of sentences which have more than one clause.	• **Writes non-narratives using appropriate organisational devices**, headings and sub-headings. • Variety of sentence structures used to vary pace, emphasis and engage reader. • **Discusses models of writing, noting its structure, grammatical features and vocab; writing similar to that which they are planning to write, in order to learn from it.** • **Assesses the effectiveness of their own and others' writing and suggests improvements.**	• Ability to write clearly, accurately and coherently for a range of purposes across the curriculum. • Plan, draft, write and evaluate own work to enhance the effectiveness of what is written. • Perform independent compositions, using appropriate intonation, volume, and movement so that meaning is clear. • Exhibits skills with confidence and independence.

	Emerging 1	Emerging 2	Developing 1	Developing 2	Secure 1	Secure 2	Depth
Vocabulary, Grammar & Punctuation	• Selects words for effect to support purpose and engage readers interest.	• Considers the impact and effect of vocabulary and grammar choices when re-reading own and others' writing. • **Uses <u>relative clauses</u> beginning with *who, which, where, when, whose*, or *that* with or without a <u>relative pronoun.</u>** • Recognises vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.	• **Begins to use modal verbs, e.g. *might, should, will, must*, to indicate degrees of possibility.** • Limited evidence of passive verb use, e.g. *the cake was eaten by the child.* • Apostrophes for contractions used correctly most of the time. • Colon to introduce a list. • Independent use of a thesaurus refining word choice.	• Confident use of passive verbs, e.g. *the window was broken.* • **<u>Brackets</u>, <u>dashes</u> and commas to indicate relative clauses.** • Uses correctly most of the time: *capital letters, full stops, question marks, exclamation marks, commas for a list.* • Punctuating bullet points consistently.	• Vocabulary chosen to compliment purpose. • **Confident use of modal verbs and adverbs, e.g. *perhaps, surely*, to indicate a degree of possibility**. • Hyphens to avoid ambiguity. • Expanded noun phrases used to convey complicated information concisely.	• **Commas to clarify meaning or avoid <u>ambiguity.</u>** • **Brackets, dashes and commas to indicate <u>parenthesis.</u>** • Semi-colons, colons or dashes to mark boundaries between independent clauses. • Perfect form of verbs used to mark relationships of time and cause.	• Use and understand the grammatical terminology in <u>Appendix 2</u> accurately and appropriately in discussing their writing and reading, across a range of curriculum areas.
Spelling	• **Use a thesaurus to locate a variety of synonyms.** • Spell some words with silent letters.	• **Correct spelling of words containing the letter string 'ough'.** • Can distinguish between some of the homophones in English Appendix 1.	• Application of a range of spelling strategies. • **Spell words with the 'ee' sound spelt 'ei' after c.** • Spell **most** words correctly (Yr 3/4 list). • Correct use of a dictionary.	• **Convert nouns or adjectives into verbs using suffixes, eg. 'ate', 'is', 'ify'.** • **Spell verbs with prefixes, e.g. 'dis', 'de', 'mis', 'over', 're'.** • Spell **some** words correctly (Yr 4/5 list).	• **Spell words ending in: 'able' and 'ible'.** • **Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.**	• Correctly spell at least 50% of the commonly mis-spelt words from the Yr 5/6 list. • **Spell words ending in: 'ably' and 'Ibly'.** • Understanding that some words need to be learnt specifically; **Appendix 1**.	• Spell the **majority** (over 80%) of the Yr 5/6 words correctly.
Handwriting	• Write legibly deciding whether or not to join specific letters.		• Write legibly with increasing fluency and speed, choosing the writing implement which is best suited to the task.		• Legible, fluent and joined up handwriting.		• Legible, fluent, joined and adapted to suit task.
Composition	• Use paragraphs to organise ideas, building around a topic sentence. • Use the present tense and/or past tense correctly **most** of the time. • Demonstrates growing awareness of audience and purpose. • Ability to note and subsequently develop an initial idea, drawing on reading and research when necessary.	• Use grammar and vocabulary to create an impact on the reader: *use of formal phrases, use of complex/ simple sentences.* • Start sentences using a variety of openers: *when, although, if, meanwhile, furthermore, time connectives.* • Summarises a paragraph. • Begins to develop characters and settings through selection of effective vocabulary.	• **Proof reads own work for spelling and punctuation errors, editing appropriately.** • Selects appropriate formats and forms to suit audiences and purpose. • Evidence of commas being used to clarify meaning in a sentence.	• **Link paragraphs using adverbials, *e.g. time (later), place (nearby), number (secondly), tense choices (he had seen her before).*** • **Uses own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere.** • Edits own work and offers suggestions to others to improve the impact and effect of writing. • Vocabulary, punctuation and grammar changes enhance effect and clarify meaning.	• Different organisational and presentational devices used, *e.g. subheading, bullet points,* matching features and text structure correctly to guide the reader. • Begins to précis (concise summary) longer passages. • Makes effective changes when editing own work. • Demonstrates a growing awareness of how authors develop character and setting; characters developed through a balance of action and dialogue.	• **Identifies the audience for, and purpose of, the writing, selecting the appropriate form and uses similar writing as a model for independent writing.** • **Uses devices to build cohesion within and across paragraphs.** • Correct use of stylistic devices to create effects in writing: *show not tell, similes, metaphors, alliteration, persuasive, personification.* • Makes effective changes when editing own work and others' work.	• Ability to write clearly, accurately and coherently for a range of purposes across the curriculum. • Plan, draft, write and evaluate own work to enhance the effectiveness of what is written. • Perform independent compositions, using appropriate intonation, volume, and movement so that meaning is clear. • Exhibits skills with confidence and independence.

	Emerging 1	Emerging 2	Developing 1	Developing 2	Secure 1	Secure 2	Depth
Vocabulary, Grammar & Punctuation	• Identify the subject and object within a sentence. • Commas used to clarify meaning or avoid ambiguity in writing, marking phrases and clauses. • Recognises vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.	• **Colons to introduce a list and semi-colons within lists.** • **Understands how words are related by meaning as synonyms and antonyms.** • Modal verbs or adverbs used to indicate degrees of possibility.	• Knows the difference between the active and the passive voice. • **Punctuates bullet points consistently.** • Perfect form of verbs used to relationship between time and cause. • Confident use of relative clauses beginning with: *who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.*	• Varies length, structure and subject of sentences to extend meaning and interest to the reader. • **Uses hyphens to avoid ambiguity.** • **Uses expanded noun phrases to convey complicated information concisely.**	• **Passive voice used to effect the presentation of information in a sentence.** • Makes appropriate choices of grammar and vocabulary to clarify meaning including use of a thesaurus. • Uses brackets, dashes or commas to indicate parenthesis. • Recognises the subjunctive form.	• **Colons, semi-colons and dashes to mark the boundaries between independent clauses.** • Uses a full range of punctuation appropriately and effectively to vary pace/ create atmosphere including ellipsis. • **Demonstrates appropriate use of vocabulary and grammar to suit both formal and informal situations.** • Confident use of subjunctive forms, e.g. *"if I were"*.	• Use and understand the grammatical terminology in **Appendix 2** accurately and appropriately in discussing their writing and reading, across a range of curriculum areas.
Spelling	• **Uses a thesaurus efficiently and effectively.** • Uses a dictionary efficiently and effectively to check the spelling and meaning of words, using the first 3 or 4 letters as a guide.	• **Can distinguish between homophones and other words which are often confused (see Appendix 1).**	• **Words with the ending sound 'shus' spelt 'cious' or 'tious'.** • **Words with the ending sound 'shul' spelt 'cial' or 'tial'.**	• **Words with the ending: 'ant', 'ance', 'ancy', 'ent', 'ence', 'ency'.** • **Adding suffixes beginning with vowel letters to words ending in 'fer'.**	• Spells words with silent letters. • **Spells words using a hyphen to link a prefix to a route word.** • Understanding that some words need to be learnt specifically: **Appendix 1**	• **Correctly spell at least 50% of the commonly mis-spelt words from the Yr 5/6 list.** • **Uses the full range of spelling rules and patterns as listed in the English PoS for KS1 & KS2 accurately.**	• Spell the **majority** (over 90%) of the Yr 5/6 words correctly.
Handwriting	• Write legibly deciding whether or not to join specific letters.		• **Write legibly with increasing fluency and speed, choosing the writing implement which is best suited to the task.**		• **Legible, fluent and joined up handwriting.**		• Legible, fluent, joined and adapted to suit task.
Composition	• Identifies the audience for and the purpose of the piece of writing; uses similar writing as models. • **Notes and develops initial ideas, drawing on reading and research where necessary.** • **Describes settings, character and atmosphere to good effect selecting appropriate vocabulary and grammar;** considering how authors have developed characters through what they have read, listened to or seen performed.	• **Uses further organisational and presentational devices to structure texts and guide the reader, e.g. headings, sub-headings, columns, bullet points etc.** • **Suggests changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.** • **Assess the effectiveness of their own and others' writing.**	• Writes making conscious links to reading. • Variety of sentence openers used to create specific effects, e.g. *Ed, Ing, Ly.* • **Integrates dialogue to convey character and advance action.** • Developed noun phrases to add detail in sentences, e.g. *The rusty old car with a wing mirror hanging off came round the corner.*	• **Précises longer passages.** • Appropriately blend *Ed, Ing, Ly* openers, e.g. *(Running quickly, Having witnessed).* • **Links ideas across paragraphs using a wider range of cohesive devices: *repetition of a word or phrase, grammatical connections such as 'on the other hand', and use of ellipsis.*** • **Evaluates own work and others writing and edits as appropriate.** • Sustain and develop ideas logically in narrative and non-narrative writing.	• **Writes for a range of audiences and purposes.** • Introduces, develops and concludes paragraphs appropriately. • Uses suitable forms with appropriate features for different text types; grammatical structure and features appropriate to the audience, purpose and degree of formality ensuring meaning is clear, creating effect. • **Ensures the consistent and correct use of tense throughout a piece of writing.**	• **Précises longer passages confidently and appropriately.** • **Uses drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning.** • **Proof reads writing for wider audience to ensure accuracy of spelling and punctuation.** • Correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, choosing the appropriate register.	• Clear ability to write clearly, accurately and coherently for a range of purposes and audiences across the curriculum. • Plan, draft, write and evaluate own work to enhance the effectiveness of what is written. • Perform independent compositions, using appropriate intonation, volume, and movement so that meaning is clear. • Exhibits skills with confidence and independence.