



Stanton St Quintin Primary School and Nursery

Skills and Knowledge Progression

Writing

Introduction

This document has been produced in collaboration with the work of English subject leaders across Wiltshire LA. Its aim is to provide support for the assessment of writing in line with the finalised national frameworks from 2018.

Its existence arises from a growing need to understand how writers in years 1, 3, 4 and 5 can master their craft to be enabled to achieve greater depth at the end of KS2.

Teachers across Wiltshire also want to have the ability to scrutinise and moderate writing within and between schools with increased consistency; this shared document will enable this to happen more easily.

In Year 2 and Year 6, the Teacher Assessment Frameworks (TAFs) assess the key skills children need to have secured to be working at the expected standard. These frameworks do not assess every element of the curriculum, although it is expected that children are taught the wider curriculum and can demonstrate a broader range of skills than those assessed. In all year groups, if teaching is reduced to the essential criteria, it will be significantly more difficult to meet the following year's expectations.

For Year 2 and Year 6, the TAF criteria have been indicated in green. Some key skills, although not directly stated in the TAFs, play a significant part in them being achieved. These criteria are highlighted in yellow and the bullet point they relate to is identified.

Skills progression

The skills progression column contains a series of statements for each year group, broadly ordered into a progression. However, teachers must ensure that they consider the needs of their own class when planning for teaching skills – rather than purely following the order here. It is also important that the skills are taught within a broad and rich literary curriculum where strong, high-quality texts belong at its core.

It is integral to good teaching and learning that all teachers know and understands the National Curriculum objectives for their year group. This includes the relevant appendices for spelling and grammar.

'Must haves'

The box at the top of each year group highlights the skills children need to be able to access in order to move onto their age-appropriate curriculum. If these are not secure, they should be the immediate focus for writing intervention so that the majority 'keep up'.

Intervention in writing

Quality first teaching will allow most children to keep in line with an age-appropriate curriculum for most of the time. However, there will be those times when some children need extra support in order to keep up with their peers. Regular assessments and feedback to children will highlight children who need focused intervention and support can be administered swiftly as and when.

Interventions need to be timely, structured and delivered to meet the needs of the learner or group of learners. In an ideal world, writing intervention would be delivered by the class teacher who will have the best understanding of what the learner needs to move forward and the skills with which to enable this. This is not always possible in a busy, need-intensive classroom. If another adult is to deliver intervention, the teacher must direct what is to be done, how this should happen and will regularly monitor impact. Where possible, writing intervention will sit alongside learning in the classroom so that learners are not missing chunks of other important input.

Early research into pre-teaching - in mathematics in particular - has shown it to be an intervention with impact. Vulnerable learners are introduced to the concepts and vocabulary before these are taught to the class. Working Walls or table prompts may include some of the ideas introduced in the pre-teaching to act as a scaffold during independent learning. Learners report increased confidence and are more likely to involve themselves in the lesson with positive interactions with peers.

Training on pre-teaching in English is available through the LA – contact Nicki Shewring to arrange nicola.shewring@wiltshire.gov.uk or via your English Subject Lead, Verity Anderson vanderson@stanton-st-quintin.wilts.sch.uk

Greater depth

Statements have been constructed for Y1, Y3, Y4 and Y5 to indicate what a child working at greater depth may be able to do. The TAFs indicate these for Y2 and Y6.

Occasionally, these greater depth statements will begin to touch on the curriculum from the year above. In the main, however, these criteria will allow children to show that they have truly mastered the curriculum for their year group and can apply their skills across a range of writing opportunities.

In **all** year groups, children who are mastering the curriculum will show that they can:

- write effectively for a range of purposes and audiences
- manipulate the language and grammar from their year group in a range of independent writing
- draw on their own reading to enhance their writing
- edit and revise their writing to improve both the quality and accuracy of it
- use a wide range of vocabulary from across the curriculum and from their wider life experience in their writing
- apply spelling expectations for their year group across their independent writing

Early Years Foundation Stage

	Skills progression	Example	Composition
1	Write recognisable letters, most of which are correctly formed.	In EYFS, children should use printed letters	Use story language to retell stories
2	Spell words by identifying sounds in them and representing the sounds with a letter or letters, in line with the Sounds Write Initial Code		Sequence events in stories
3	Use finger spaces to separate words		Plan by talking about ideas
4	Orally rehearse sentences before writing		Contribute to creating simple story maps
5	Write simple phrases and sentences that can be read by others		Write captions, labels and simple sentences
6	Show some awareness in their writing of full stops and capital letters		
7	Read their own writing aloud		
GD1	Write a series of linked sentences		

When children start Year 1, they should be able to:

• Use finger spaces	• Form lower and upper-case letters correctly	• Write captions, labels and simple sentences	• Read their own writing aloud
• Use story language in re-telling	• Show some awareness in their writing of full stops and capital letters	• Confidently spell using graphemes and phonemes in line with the Sounds Write Initial Code	

It is important that these skills are embedded for automaticity as early as possible into Year 1 if not already. This should inform intervention teaching alongside the quality first teaching of Y1 objectives.

	Skills progression	Example	Composition
1	Orally rehearse sentences before writing		Plan by talking about ideas
2	Demarcate most sentences using a full stop		
3	Demarcate most sentences using a capital letter		Create simple story maps
4	Join words using 'and'	I like sweets and toys and my sister.	
5	Use 'and' to join a simple sentence	We went to the beach and played in the sea.	Use simple narrative features:
6	Use a capital letter for proper nouns	I went to the shop with my friend Tilly.	➤ story language (once upon a time, happily ever after)
7	Write sequences of linked sentences		➤ 'power of three' (he walked and he walked and he walked)
8	Use the present and past tense mostly accurately		➤ repetition (Then he waited and walked...and watched and waited...)
9	Begin to demarcate sentences using question marks	Does a tiger have stripes?	➤ figurative language (alliteration, simile)
10	Sequence sentences to form short texts	short stories from retelling, simple recounts	Write stories with characters based on class reading and role play
11	Begin to use some features of standard English	sentences make sense, no omissions	
12	Begin to demarcate sentences using exclamation marks	I did not like that at all!	Write stories based on familiar settings:
13	Spell compound words correctly most of the time		➤ real life
14	Spell most of the Y1 common exception words	(see National Curriculum)	➤ traditional stories
15	Spell words with the range of Y1 phonemes mostly correctly	(see National Curriculum)	
16	Add -er, -ed, -ing, -est to words where no change to the root word is needed	smaller, jumped, pushing, quickest	Use simple language features of non-fiction:
17	Add -es and -s to words to make plurals where no change to the root word is needed	bikes, toys, plants / foxes, boxes, bushes	➤ first person in recounts
18	Spell the days of the week		➤ accurate nouns and verbs
19	Use the prefix -un	undo, unkind, unhappy, unloved	➤ some use of specific vocabulary

20	Form lower-case letters of the correct size relative to one another, starting and finishing in the right place	From Y1, children should be taught to use a precursive font	<p>Use simple organisational features in fiction:</p> <ul style="list-style-type: none"> ➤ beginning, middle and end <p>Use simple organisational features in non-fiction:</p> <ul style="list-style-type: none"> ➤ captions ➤ instructions in the right order <p>Write for simple audiences and purposes based on real-life experiences:</p> <ul style="list-style-type: none"> ➤ thank-you letters, instructions, recounts, reports, stories <p>Develop stamina by providing opportunities for children to write more extended pieces of writing. Re-read their writing to check it makes sense and make simple changes as necessary (eg. spotting omissions)</p> <p>Proof-read and edit their writing in relation to the Y1 grammar and spelling expectations.</p>
21	Use some diagonal and horizontal strokes needed to join letters		
22	Write capital letters and digits 0-9 of correct size and orientation to one another and to lower-case letters		
GD1	Use simple noun phrases	A huge, scary monster.	
GD2	Use 'because' and 'but' to join clauses	I went to bed because I was tired.	
GD3	Write for a purpose to hold the reader's interest		
GD4	Write effectively for a particular audience		
GD5	Write in a logical order, linking events and ideas	Narratives: clear beginning, middle and end. Recounts are chronological.	
GD6	Consistently use editing and revising strategies to improve the quality and accuracy of their writing		
GD7	Actively seek and use new words in their writing, including precisely chosen nouns, adjectives and technical words as appropriate		
GD8	Make plausible attempts at spelling new words, using phonic knowledge from Y1 and beyond accurately		

Year 2

When children start Year 2, they should be able to:

• Spell the Year 1 common exception words	• Add -er, -est, -ing, -ed where there is no change in the spelling of the root word.	• Proof read and edit their writing using word banks, displays, guided work and response to marking/feedback
• Accurately read and write using the Year 1 phonemes	• Form lower-case letters, capital letters and digits 0-9 correctly and understand which letters belong to which family	

It is important that these skills are embedded for automaticity as early as possible into Year 2 if not already. This should inform intervention teaching alongside the quality first teaching of Y2 objectives.

	Skills progression	Example	EXS	GDS	Composition
1	Write for a range of purposes and audiences based on personal experience and high-quality texts				Record ideas (eg. through story maps, flow charts..)
2	Use full stops and capital letters consistently				Orally rehearse sentences before writing
3	Use sentences with different forms: <i>statements</i>	I am going to the beach tomorrow.			Create simple plots in narratives with an opening, build-up, dilemma and resolution/ending – based on class reading/stories with repetitive structures
4	Use noun phrases to describe and specify	The big metal door. In the middle of the wide, blue sea.			
5	Use co-ordination (and/but/or/yes/so)	It was raining but we still had to go outside.			Create simple characters in narratives: ➤ Heroes and villains ➤ 1 or 2 main characters ➤ Describe appearance, feelings
6	Use sentences with different forms: <i>questions</i>				
7	Use question marks accurately				Create simple settings in narratives: ➤ the woods, under the sea, space, desert island
8	Use a variety of simple pronouns (within TAF bullet 1)	him, her, his, the man, my			
9	Use the progressive form of verbs	I was cooking. They are running . We were playing in the garden.			Use the main language features of narrative: ➤ story language ➤ powerful verbs ➤ third person ➤ tenses ➤ power of three (He wore old shoes, torn trousers and a hat with a hole.)
10	Use sentences with different forms: <i>commands</i>	Come over here./ Bring me the drink.			
11	Use subordination (when/if/that/because) to add extra information	Chica was tired because she'd run hundreds of miles.			Use recurring language: ➤ they searched far and wide ➤ in a land far, far away ➤ Once there was a boy
12	Use the present and past tenses correctly and consistently				
13	Use a variety of simple, compound and complex sentences (within TAF bullet 5)	Use co-ordinating and subordinating conjunctions			Use the main language features of non-fiction: ➤ Imperative verbs for instructions ➤ Adverbs such as firstly, next, then ➤ Third person for reports
14	Maintain stamina in longer pieces of writing (within TAF bullet 1)				
15	Use some features of standard written English (within TAF bullets 1 and 4)	story language; persuasive phrases (would you like to..?)			
16	Evaluate their writing through discussion and make improvements to clarify the meaning and sense	Accurate verb/tense and subject/verb agreement Effective vocabulary choices			
17	Spell many of the Y2 common exception words and homophones	See NC list			
18	Spell many words with the range of Y2 phonemes mostly correctly				
19	Add -er, -ed, -ing, -est to words where a change to the root word is needed	bigger, tried, hopping, heaviest			
20	Add -ies to words to make plurals where a change to the root word is needed	babies, butterflies, cries			
21	Form correctly sized and orientated lower-case letters, upper-case letters and digits (with appropriate spacing)				
22	Read their writing aloud with intonation to make the meaning clear				
23	Use a dictionary	Find words by initial letter			
24	Use sentence with different forms: <i>exclamations</i>	What an amazing day!			

GD1	Use commas in lists	The tall, mean, scary giant.			<p>Use the main organisational features in fiction and non-fiction:</p> <ul style="list-style-type: none"> ➤ Clear beginning, middle and end ➤ Headings for posters ➤ Numbered instructions ➤ Information in sections <p>Dialogue may be used in narrative writing with inverted commas beginning to be used accurately</p>
GD2	Use exclamation marks as an indication to the reader	The giant was huge! I couldn't believe my eyes!			
GD3	Use apostrophes for contractions	can't, won't, shouldn't, don't			
GD4	Use apostrophes for singular possession	The girl's dress; the cat's whiskers			
GD5	Punctuation taught so far is used to ensure meaning is clear.				
GD6	Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations				
GD7	Spell most of the Y2 common exception words and homophones				
GD8	Spell most words with the range of Y2 phonemes mostly correctly				
GD9	Spelling is mostly accurate with plausible errors in more ambitious word choices				
GD10	Use diagonal and horizontal strokes to join some letters				
GD11	Spell words with the suffixes -ment, -ness, -less, -ly, -ful	excitement, happiness, hopeless, finally, hopeful			
GD12	Word choices are more precise with specific nouns and well-chosen adjectives (which are often drawn from their reading)	The island had white shell beaches and pale-gold sand.			
GD13	A range of sentence starters are used which may also be drawn from their reading. This may include some adverbials which move events on.				
GD14	Discuss the effectiveness of their writing and may make changes without prompting				

Year 3

When children start Year 3, they should be able to:			
• Spell the Year 2 common exception words	• Write accurately punctuated, coherent sentences	• Use expanded noun phrases	• Proof-read and edit their writing
• Accurately read and write using the Y2 phonemes	• Use expected punctuation from Year 2	• Use past and present tense consistently	
• Add -er, -ed, -ing, -est applying Y2 spelling rules	• Form letters of the correct size and use joining as appropriate	• Use simple and progressive verb forms	
It is important that these skills are embedded for automaticity as early as possible into Year 3 if not already. This should inform intervention teaching alongside the quality first teaching of Y3 objectives.			

	Skills progression	Example	Composition
1	Write for a range of purposes and audiences based on personal experience and high-quality texts	narratives, newspaper and chronological reports, letters, recounts, persuasive leaflets, instructions, poetry	Compose and rehearse sentences orally – including dialogue – before writing
2	Use a or an correctly		
3	Use a range of adverbs, conjunctions and prepositions: time	later, next, soon, after, before	Record and note ideas through making notes, story maps, flow charts, ‘boxing up’ frames
4	Use a range of adverbs, conjunctions and prepositions: place	above, under, across, below, next to, between	
5	Use a range of adverbs, conjunctions and prepositions: cause	because, so, which, as	
6	Create plots in narratives with a clear opening, build up, dilemma, resolution, ending		Consistently use the language features of narrative: <ul style="list-style-type: none"> ➤ use of speech ➤ power of three (She leapt over the gate, through the long grass and into the barn.)
7	Create settings that are appropriate for the type of story/effect	Stories set in space, the rainforest, new world, Victorian era; Create mystery, humour, suspense, magic	
8	Describe characters in narratives	through dialogue, ‘show not tell’	Consistently use the language features of non-fiction: <ul style="list-style-type: none"> ➤ technical language ➤ precise nouns and pronouns (oak tree instead of tree, crow instead of bird)
9	Use the present perfect form of verbs	He had done his homework. They have been to the beach.	
10	Use a range of coordinating and subordinating connectives accurately to form a variety of compound and complex sentences	but, so, while, as, because, although, yet	
11	Use paragraphs to group related ideas		Use a range of organisational features in fiction and non-fiction: <ul style="list-style-type: none"> ➤ headings and sub-headings ➤ columns ➤ logical sequencing ➤ captions
12	Use commas in lists, apostrophes for contraction and singular possession		
13	Demarcate direct speech with inverted commas (speech marks)		
14	Consistently use features of standard English and explore when non-standard English could be used	correct verb choices: we were, he was, I did dialect, colloquial speech, slang	
15	Use nouns and pronouns to aid cohesion within sentences	Jenny sat...she was tired of running...the girl was fit to sleep	Use figurative language: <ul style="list-style-type: none"> ➤ similes (He was as calm as a cloud floating in the sky.)
16	Use a dictionary	By 1 st and 2 nd letter	
17	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y3 grammar and spelling expectations		
18	Proof-read and edit their writing		

19	Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear		➤ alliteration (The sparkling sea danced in the scorching sunshine.) Write narratives that are very well-structured and that have a clear ending which directly relates to the beginning The impact of what they read is reflected in their writing.
20	Spell many words from the Y3 word list and use these accurately in their writing	see National Curriculum	
21	Meet Year 3 expectations from the chosen spelling scheme		
GD1	Begin to demarcate speech with all necessary punctuation	commas after the reporting clause; ! and ? where needed	
GD2	Writing is punctuated accurately to ensure meaning is clear		
GD3	Understand the concept of a main and subordinate clause	main: She watched her father's boat subordinate: With the spyglass at her eye	
GD4	Begin to use commas to separate main and subordinate clauses	With the spyglass at her eye, she watched her father's boat.	
GD5	Write in clear paragraphs and clearly show when they are writing about different events or information		
GD6	Write with increasing awareness of their reader, actively attempting to engage them	with humour, drawing on emotions, direct address to reader	
GD7	Writing is carefully planned and annotated with precise word choices (from across the curriculum)		
GD8	Effectively use verbs and adverbs to add detail to events, settings and characters	Powerful and well-chosen verbs and adverbs, shades of meaning	
GD9	Confidently use a variety of sentence structures	mixture of simple, compound and complex sentences; used for effect	
GD10	Sentence starters show greater variety; including the use of adverbials of time and place		
GD11	Writing is edited; changes are made to create greater impact on the reader and proof-read for accuracy		
GD12	Consistently apply Y3 spelling expectations across their writing		

When children start Year 4, they should be able to:

- | | | |
|--------------------------------------------------|------------------------------------------------------|---------------------------------------------------------------------------|
| • Spell the Y3 words from the word list | • Use all Y3 punctuation consistently and accurately | • Use simple, progressive and perfect forms of verbs |
| • Meet expectations of the Y3 spelling programme | • Use direct speech (with inverted commas correct) | • Use a range of adverbs for time, place and cause |
| | • Use simple paragraphs | • Consistently use a range of coordinating and subordinating conjunctions |

It is important that these skills are embedded for automaticity as early as possible into Year 4 if not already. This should inform intervention teaching alongside the quality first teaching of Y4 objectives.

	Skills progression	Example	Composition
1	Write for a range of purposes and audiences based on personal experience and high-quality texts	narratives, newspaper and chronological reports, diaries, letters, recounts, advertising, persuasive leaflets, poetry	Compose and rehearse more complex sentences orally before writing, including those with dialogue
2	Use possessive pronouns	hers, theirs, ours, mine, his	
3	Use noun phrases expanded with modifying <i>adjectives</i>	A terrifying dragon with razor-sharp teeth.	Record and note ideas through making notes, story maps, flow charts, 'boxing up' frames
4	Use noun phrases expanded with modifying <i>nouns</i>		
5	Use noun phrases expanded with <i>prepositional phrases</i>	The shelter in the middle of the rainforest.	
6	Use fronted adverbials for <i>time</i> , <i>manner</i> and <i>place</i>	time: Later that evening, the sun set slowly over the hills. manner: With fear in their eyes, they attacked the dragon. place: On top of the hill, they watched the sunset.	Expand their use of narrative language features: ➤ Figurative language - similes - alliteration - hyperbole ➤ 'Power of three' linked to sentence work: - The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. ➤ Descriptive language drawn from their own reading
7	Use commas after fronted adverbials		
8	Describe plots in narratives, linking the end to the opening		
9	Develop settings linked to the genre and intended effect	describe impact of setting on characters	
10	Develop characters in narratives	'show not tell', describing characters through their actions, use of dialogue (dialect)	
11	Use paragraphs to organise ideas around a theme across the text		
12	Use nouns and pronouns to aid cohesion and avoid repetition within paragraphs		
13	Use inverted commas and other punctuation accurately to mark speech	use of supporting commas, ! and ?	
14	Identify main and subordinate clauses		
15	Write complex sentences with the subordinate clause at the start and at the end of the sentence	Despite the fact it was raining , we went in the sea. We went into the sea, despite the fact it was raining .	
16	Control the use of standard and non-standard English	correct subject/verb agreement (we were, I did, he went) formal language where needed use of contractions/abbreviations (Back from holiday. Lots to tell you!)	
17	Understand the difference between plural and possessive -s Use apostrophes for plural possession	Its (possession) it's (contraction 'it is') It was the boy's ball (1 boy), It was the boys' ball (2 or more)	
18	Use a dictionary	by 2 nd letter	
19	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y4 grammar and spelling expectations		
20	Proof-read and edit their writing		

21	Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear		<p>Writing usually has a clear voice which is sustained through both shorter and more extended texts</p> <p>Clear links with reading are made, with writers using models from their reading to construct sentences and paragraphs. The editing process draws explicitly on this.</p>
22	Spell many words from the Year 4 word list and use these accurately in their writing	see National Curriculum	
23	Meet Y4 expectations from the chosen spelling scheme		
24	Use legible, joined writing consistently		
GD1	Commas are used securely to separate main and subordinate clauses		
GD2	Paragraphing is clear and ideas are developing and linked to guide the reader through the text		
GD3	Writing demonstrates an understanding of the use of formal and informal language, dependent on the purpose and audience		
GD4	Use a range of tenses and verb forms confidently and effectively		
GD5	Different sentence types and varied word order are used to create specific effects		
GD6	Choose vocabulary and structure for a purpose and to engage and impact on their identified reader		
GD7	Word choices are well considered and are used to build a description, an even, tension or emotion		
GD8	Technical vocabulary is used purposefully in non-narrative writing		
GD9	Consistently use editing and revising strategies to improve the quality and accuracy of their writing		
GD10	Consistently apply Y4 spelling expectations across their writing		

When children start Year 5, they should be able to:

- | | | |
|--------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------|
| • Spell the Year 3/4 words from the word list | • Identify main and subordinate clauses | • Use all Year 4 punctuation consistently and accurately, including all speech punctuation |
| • Meet expectations of the Y4 spelling programme | • Use fronted adverbials, with commas | • Organise paragraphs around a theme |

It is important that these skills are embedded for automaticity as early as possible into Year 5 if not already. This should inform intervention teaching alongside the quality first teaching of Y5 objectives.

	Skills progression	Example	Composition
1	Write for a range of purposes and audiences based on personal experience and high-quality texts	narratives, newspaper and chronological reports, diaries, letters, recounts, advertising, persuasive leaflets, discussion, explanation, instructions, poetry	Compose and rehearse more complex sentences before writing, including dialogue
2	Write sentences with the subordinate clause at the start and the end of the sentence	Listening to the sounds of her sleeping family , she lay still as her heartbeat slowed. She lay still as her heartbeat slowed, listening to the sounds of her sleeping family .	Explore and use their own techniques to note ideas, drawing on research where necessary
3	Use commas to separate main and subordinate clauses		Control plots:
4	Indicate degrees of possibility using modal verbs	could, would, should, might, may, will	➤ Use of foreshadowing
5	Indicate degrees of possibility using modal adverbs	possibly, certainly, maybe, perhaps, surely	➤ Dialogue to move the action on
6	Use embedded clauses	Tom knew, as he stared into the darkness , that his fate was sealed.	Extend and refine their use of narrative language features:
7	Use brackets and dashes to mark parenthesis	Tom knew (he wasn't sure how but he did) that his fate was sealed. Tom knew – without a shadow of a doubt – that his fate was sealed.	➤ Reported speech instead of direct
8	Use dashes for afterthoughts	Tom knew it was all over this time – without a doubt.	➤ Repetition for effect
9	Use a range of cohesive devices within paragraphs	repetition for effect, tense, pronoun chains, connectives	➤ 'Power of three' linked to grammar expectations:
10	Use a range of devices between paragraphs	fronted adverbials, repetition for effect, tense	- The wind whistled through the trees, tickling the autumn leaves, as the night drew in.
11	Use relative pronouns	who, which, were, when, that, whose	Use a range of figurative language:
12	Use defining and non-defining relative clauses – Defining: provide essential information, no commas needed Non-defining: provide additional information, need commas	The wise man who showed Peter the way warned him to be careful. (defining: several wise men, defines which one warned Peter) The wise man, who showed Peter the way, warned him to be careful. (non-defining: only one wise man, <u>who showed Peter the way</u> is extra info)	➤ similes (...as angry as an erupting volcano)
13	Use commas to mark non-defining relative clauses		➤ metaphor (He was an erupting volcano.)
14	Develop settings and atmosphere in detail	links between the place, weather, time, character's reactions	➤ personification (Gnarled fingers stretched out from the tree's body..)
15	Develop characterisation by drawing on their reading	description, actions, thoughts, motives, back story, others' reactions to them	➤ allusion (It was a Pandora's box of horrors..)
16	Write with appropriate levels of formality for audience and purpose		➤ idioms (Tom had been feeling under the weather for weeks.)
17	Use a dictionary and thesaurus effectively	By 3 rd /4 th letter, appropriate word choices	Extend and refine their use of non-fiction language features:
18	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y5 grammar and spelling expectations		➤ technical vocabulary linked to the topic
19	Proof-read and edit their writing		➤ precise description

20	Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear		<p>Effective use of organisational features in fiction and non-fiction:</p> <ul style="list-style-type: none"> ➤ balancing action, description and dialogue ➤ balancing fact and opinion ➤ bullet points ➤ tables, charts, diagrams <p>Use a range of verb forms:</p> <ul style="list-style-type: none"> ➤ progressive ➤ perfect ➤ modal <p>Provide a range of opportunities to write for varying levels of formality:</p> <ul style="list-style-type: none"> ➤ a formal persuasive letter to a company ➤ an informal letter/email to a friend ➤ a friendly-formal information text ➤ formal and informal sets of instructions ➤ a formal police/eye-witness report <p>Attempts made to show an alternative point of view or to engage reader with an unexpected approach in their writing</p> <p>Paragraphs:</p> <ul style="list-style-type: none"> ➤ are clearly constructed, guiding reader through text ➤ clearly signal changes in time, place and/or events
21	Spell many words from the Year 5 word list and use these accurately in their own writing	See National Curriculum	
22	Meet the Y5 expectations from the chosen spelling scheme		
23	Use legible, joined writing consistently		
GD1	Begin to use semi-colons to separate main clauses		
GD2	Adapt sentence structure by re-ordering or embedding clauses and use different sentence lengths to create effects		
GD3	Expanded noun phrases and sentence starters with effective word choices add detail		
GD4	Manipulate formality in different types of writing		
GD5	Begin to experiment using the passive voice		
GD6	Writing is clearly structured and organised according to the text type		
GD7	Commas are used accurately to mark grammatical boundaries and proofreading checks that they help to clarify meaning		
GD8	Editing process can involve taking out or simplifying rather than just adding or amending		
GD9	Consistently use vocabulary from across the curriculum in their writing		
GD10	Consistently apply Y5 spelling expectations across their writing		

Year 6

When children start Year 6, they should be able to:

- | | | | |
|--------------------------------------------------|-------------------------------------|----------------------------------------------------------|---------------------------------------------------|
| • Spell the Year 5 words from the word list | • Use relative and embedded clauses | • Use modal verbs and adverbs to express possibility | • Maintain cohesion within and between paragraphs |
| • Meet expectations of the Y5 spelling programme | • Use commas to punctuate clauses | • Use all Year 5 punctuation consistently and accurately | |

It is important that these skills are embedded for automaticity as early as possible into Year 6 if not already. This should inform intervention teaching alongside the quality first teaching of Y6 objectives.

	Skills progression	Example	EXS	GDS	Composition
1	Write for a range of purposes and audiences, selecting language that shows good awareness of reader	Narratives, newspaper and chronological reports, diaries, letters, recounts, persuasive leaflets, advertising, discussion, instructions, explanation, poetry			Make choices about the most efficient way to note ideas, drawing on research from a range of sources where necessary
2	Use expanded noun phrases across their writing to convey complicated information precisely	<u>Numerous fish</u> can be found in the world's oceans. The creature had a <u>pointed spike on the end of it's poisonous-looking tail</u> .			
3	Use verb tenses consistently and accurately				Control and maintain plots: ➤ use of foreshadowing ➤ dialogue to move the action on ➤ stories told from more than one viewpoint
4	Use formal and informal question tags	You would not want the forests to die, would you? I'm right – aren't I?			
5	Use passive voice to create empathy or suspense (within TAF bullets 1 and 4)	Sarah had been trapped...			
6	Use passive voice to create a formal tone (within TAF bullets 1 and 4)	The operation is being conducted by the surgeon..			
7	Use semi-colons to mark independent clauses	There were six villages, dotted irregularly around the coast; Carment was the one furthest north.			Use different ways of opening and closing narratives
8	Use dialogue to convey character and advance the action				Develop characters in detail: ➤ relationships between characters ➤ how others react to them ➤ use of grammatical features such as passive voice
9	Develop settings, characters and atmosphere in detail				
10	Use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause (within TAF bullets 1, 4 and 5)				
11	Manipulate and control the use of narrative language features (within TAF bullets 1, 2, 3 and 4)	language to control time and pace, repetition for effect, power of three, passive voice, dialect			Extend and refine their use of narrative language features: ➤ reported speech instead of direct ➤ repetition for effect ➤ power of three linked to grammar expectations (The storm howled through the harbour, sails flapping and metal clanging, as the night drew in.)
12	Use the range of punctuation taught at KS2 mostly correctly				
13	Use a range of figurative language (within TAF bullets 1 and 4)	similies, metaphor, allusion, personification, idioms			
14	Manipulate and control the use of non-fiction language features (within TAF bullets 1 and 4)	technical vocabulary, rhetorical questions, passive voice			
15	Manipulate and control the use of organisational features (within TAF bullets 1, 4 and 5)				
16	Use a range of devices to build cohesion within and between paragraphs	Repetition, adverbials, ellipsis, referencing, noun/pronoun chains			Extend and refine their use of non-fiction language features: ➤ technical vocabulary linked to topic ➤ precise description
17	Use a dictionary and thesaurus effectively	By 3 rd /4 th letter, appropriate word choices			
18	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y6 grammar and spelling expectations				
19	Proof-read and edit their writing				

20	Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear				Use a range of verb forms for effect: <ul style="list-style-type: none"> ➤ progressive ➤ perfect ➤ modal
21	Spell most words from the Y5/6 word list and use these accurately in their writing	see National Curriculum			
22	Meet the Y6 spelling expectations in the National Curriculum	see National Curriculum			
23	Use legible, joined writing consistently when writing at speed				
24	Use colons to mark independent clauses	The nightmare never changed: Daniel was trapped in a sinking fishing boat.			
GD1	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				
GD1(a)	All samples have a clear purpose and audience with the reader successfully engaged				
GD1(b)	All samples also show the individual 'voice' and style of the pupil as a writer				
GD1(c)	Shorter pieces are well-crafted for impact and longer pieces are sustained and consistent				
GD1(d)	Writing is carefully structured and organised according to its context				
GD1(e)	Paragraphs successfully guide the reader through the text and are shaped and developed to ensure cohesion				
GD1(f)	Endings are clear and linked to openings dependent on the text type				
GD2	Distinguish between the language of speech and writing and choose the appropriate register				
GD2(a)	Word choices are precise and selected for the purpose and audience (formal and informal language)				
GD3	Demonstrate an assured and conscious control over levels of formality				
GD3(a)	Establish a convincing individual viewpoint and sustain it throughout the piece				
GD3(b)	The use of sentences is controlled and a range of structures are used to create specific effects				
GD3(c)	Literary devices are well-chosen and used appropriately to create intended effects				
GD4	Use the range of punctuation taught at KS2 correctly	semi-colons, dashes, colons, hyphens, ellipsis			
GD4	Use punctuation to avoid ambiguity or enhance meaning	defining and non-defining relative clauses clearly marked; punctuation for emphasis and effect			
GD5	Consistently apply Y6 spelling expectations across their writing				
GD6	Writing is fluent, joined and legible with a developed personal style				