

Writing Key Concepts Progression

Treasuring Words

EYFS

I enjoy repeating words and phrases from familiar stories. Together we collect new words on flip charts and displays. I have started to realise how exciting/valuable new words are and I love learning them. I can use some of the words I have heard in stories and poems in my own writing.

Year 1

I enjoy joining in with familiar poems and stories, taking pleasure in the words the writer has chosen. I have started to understand the idea of 'magpie-ing' words. I contribute to class collections of words and have started to see words as gems that I can collect and use in my own work.

Year 2

I love words and am beginning to understand how they shape meaning and can help my writing to sparkle. I have started to realise that there might be wonderful words waiting to be discovered in everything I read and listen to. When I spot words I think are special, I grab them and tuck them away into my 'Writer's Notebook' to be used in my own writing. I realise what a treasure chest a thesaurus is and can use one with support from those around me. I use appropriate and interesting vocabulary in my own writing.

Year 3

I understand how my choice of words can help create different pictures in my reader's minds and inspire different emotions in those who read/hear them. I love words and actively seek them out - ready to grab them from everything I read and listen to - and try to use a thesaurus independently to find my own treasures. I am curious about words and when I discover new ones in what I read, hear and learn - I want to find out what they mean. In my writing I try to choose words for variety and interest and can choose words because they create specific effects.

Year 4

I am, by now, an avid 'magpie' - always alert to words in the world around me. I take pleasure in selecting words for my writing, understanding how words carry shades of meaning and am eager to find new treasures to add to my collection - especially in a thesaurus. I know that small word choices can greatly change the impact of a piece of writing on the reader or listener. This affects how I try to use words in my work where I show that I can make interesting and varied language choices. I look up new words - eager to find out what they mean and take pleasure in adding them to my collection.

Year 5

My treasure chest of words is something to be proud of and I take joy in them - using them in my work and my speech. I care about selecting the right words for what I want to write or say and will take the time to try to find ones that I feel really capture what I'm trying to express. I use a thesaurus with independence and am alive to new words all the time - and will be eager to look them up to out what they mean so I can use them myself. In my own writing, I can use particular vocabulary for effect or emphasis e.g. technical terminology, vivid language.

Year 6

I am rich in words and this shows when I speak and when I write. I am very proud of this. I am alive to the power of words to inspire, move, entertain so I am always alert to words in my world. I select words with care - ever mindful of my audience and my own intention. I am skilful using a thesaurus and dictionary and it is an inherent part of my approach to writing. I believe that words can change the world.

Writing Key Concepts Progression

Rehearsing

EYFS

I am immersed in stories and nursery rhymes and poetry. I learn some stories/poems as part of my class Literacy. When I retell a story or a poem, I can add detail to it. I say my ideas aloud before trying to write them and use sound talking to help me segment words and work out phonetically plausible spellings for my writing.

Year 1

I am continuing to learn simple and repetitive stories and poems as part of 'Talk for Writing' based units in Literacy and can innovate on the stories/poems I learn - adding/changing details orally before I try writing them down. I write sentences by saying out loud what I am going to write about and by composing a sentence orally before writing it.

Year 2

I have a developing my bank of simple stories/poems that I can say aloud and learn new vocabulary and structures by having internalised them in my 'Talk for Writing' first. I know that orally rehearsing ideas can be really helpful to me as a writer and one of the ways I consider what I am going to write before starting is by talking about it first (either to an adult or a work partner).

Year 3

Through 'Talk for Writing' units based around increasing complex texts, I am developing a bank of internalised vocabulary and sentence types/structures. When being introduced to new vocabulary and SPAG elements, I am given the chance to practise using them orally before trying to write them down. I use saying my ideas/sentences aloud as a way of drafting my work.

Year 4

I consciously magpie from texts learned as part of 'Talk for Writing' units in my own writing. I am encouraged to remember parts of stories/texts/poems that I learned in previous years and to still draw on these texts as a writer. I plan my writing my discussing ideas - trying them out orally at times before recording them. I draft and write by composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Year 5

I am starting to understand how important rehearsing my ideas is (both mentally and orally) in helping me to formulate and shape ideas for my writing. I use rehearsing as one of the ways in which I draft my work, clarifying ideas even before I write them down - either with an adult or a writing partner. I understand how 'Talk for Writing' units help to build up a bank of internalised vocabulary and sentence structures - and draw on learned texts when writing across the curriculum. Rehearsing my ideas is becoming an integral part of my approach to writing.

Year 6

I confidently and independently rehearse ideas (both mentally and orally) to help myself formulate and shape my writing. I use rehearsing as one of the ways in which I draft my work, actively seeking out the opportunity to rehearse ideas with a partner (when I can), or playing them through mentally, in order to clarify them before writing. I have a rich bank of internalised vocabulary and sentence structures drawn from my 'Talk for Writing Units' across my time in school and actively draw on learned texts when writing across the curriculum. Rehearsing my ideas in an integral part of my approach to writing and I understand the importance of it.

Writing Key Concepts Progression

Purple Polishing (and editing - KS2)

EYFS

I am learning to re-read what I have written to check that it makes sense. When talking/writing I can think of different words to use to describe something and might change my idea after talking to an adult or another child/group of children. I am aware that I can check and change the way I spell words and am starting to be able to do this with support.

Year 1

I can reread what I have written to check that it makes sense. I can discuss what I have written with the teacher or other pupils, making suggestions as to words I might add or change to improve my work. I am learning to purple polish spellings, using word cards and environmental words.

Year 2

I understand that purple polishing is a time where I can move my writing forwards - making it more effective, engaging and easy for the reader to access. I can read my writing through and am beginning to purple polish more independently. I can make simple additions, changes and corrections to my writing with the teacher and other pupils. I reread to check that my writing makes sense and that verbs are used correctly and consistently and also to check for SPAG errors.

Year 3

I understand the importance of purple polishing as part of the writing process and I read back my writing as I go. I am starting to look for changes that will improve the quality of my writing linked to given success criteria - including adding/changing grammatical features and vocabulary. I am beginning to be able to tackle some of this purple polishing independently. I can usually spot my own spelling and punctuation errors (at the level at which I'm working) and know how to correct them.

Year 4

Using agreed success criteria, I am increasingly able to assess the effectiveness of my own (and others) writing - if it's meeting its purpose or not - and use this to help me identify aspects to purple polish. I can suggest improvements I could make to vocabulary, grammar and the use of genre/form specific organisational features - developing the confidence to try potential changes out. I understand that I might try changes out and decide not to use them and that this is all part of striving to make my writing as effective as possible. I can identify errors in spelling and punctuation and correct them with independence - using resources such as a dictionary with increasing confidence.

Year 5

I understand that writing is a process and that purple polishing is an essential part of that process that can take place at any stage of drafting. I now link purple polishing to the purpose of my writing - using agreed success criteria to identify strengths in my writing and areas for improvement/development. I am also aware of aspects of my own writing that I need to be mindful of when purple polishing and (with increasing independence) use my 'Core Objectives' assessments in my 'Independent Writing Book' to identify key areas to focus on. When purple polishing, I increasingly have the reader in mind - whether (for example) correcting punctuation errors to clarify meaning, substituting vocabulary for specific impact or ensuring consistent use of tense throughout a piece of writing - and am aware in making changes, I am striving for a specific purpose/effect/impact.

Year 6

I understand that drafting/purple polishing is my chance to craft my writing into something stunning. I can (either alone or with a partner) evaluate the impact of my writing and how effectively it is adapted for the intended audience and purpose, using agreed success criteria in work in Literacy and my knowledge from previous teaching in independent writing. I can propose appropriate changes to vocabulary, tense, grammar and punctuation to enhance effects and clarify meaning in my own writing and that of a writing partner and may also use purple polishing as a chance to explore possibilities before selecting what to write. I use my 'Core Objectives' to identify generic areas that I need to focus on when purple polishing. I can talk about the changes I have made and why I have made them - what I was striving to achieve with that change.

Writing Key Concepts Progression

Playing

In any writing unit I will be given opportunities to play with elements of my writing and talk about/ reflect upon what I have created.

Playing might mean (but not exclusively) ideas such as the following:

- Trying out different words before choosing one.
- Having the chance to trying out ideas I have/explore questions I have - for example:
 - Can I create a dragon who isn't scary?
 - Does the end always have to be at the end?
 - Can I write a one word sentence? What about a one word paragraph in a story?
 - How much repetition is too much repetition? Can too much repetition be a writing technique in its own right?
 - Can I have a heroic villain?
 - What if I move the full stop/comma/question mark? Does it change or destroy the meaning?
 - Can I change the order of my sentence? How? What's the effect? Which do I prefer?
- Having fun with an element or technique - e.g cutting up and randomly selecting adjectives and nouns to combine to create strange expanded noun phrases that might fire my imagination. E.g. 'destructive butterflies' 'lonely chair' 'giggly giants'.
- Trying something knowing that if it doesn't work it doesn't matter - things are not written in stone - writing is an on-going process.

Writing Key Concepts Progression

Constructing

EYFS

I can write some words and phrases and am starting to write short sentences with known sound-letter correspondences, using a capital letter and a full stop. I am starting to try to write stories and to write ideas about things I know and like. I am starting to be able to use 'and' and to include character names in stories and recounts.

Year 1

I can write sentences, using a capital letter and a full stop. I can also write simple phrases/clauses. I can start my sentences in different ways - such as starting with a name. I am becoming more confident with story structure - sequencing sentences to form short narratives. In my stories, I can include story words e.g. Once upon a time and can repeat key words/phrases that I might have magpied from stories in class or my reading. I am able to order my writing using numbers, time words and phrases and to join words/clauses using 'and'.

Year 2

I am developing my grasp of different sentence types and can use statements, questions, exclamations and commands. I can write longer sentences such as compound sentences (using 'or' 'and' 'but' 'so') and complex sentences (using 'when' 'if' 'because' and 'that'). I am developing my sentence structure also by including information and description to interest the reader - such as adventurous adjectives, noun phrases and adverbs. I can start my sentences in different ways. I can write about more than one idea and can group related ideas together. I can order my writing using line breaks and numbers.

Year 3

As well as using the different types of sentences I learnt in Year 2, I can use short sentences (sometimes even one word) to grab the reader's attention. I can group ideas together logically around a theme and can sometimes create paragraphs (if appropriate with headings and subheadings). I can create flow by using pronouns, linking phrases and referencing points already made. I can add increasing details into descriptions from my 'Collecting' and 'Becoming Fluent' work (e.g. precise verbs, descriptive noun phrases) and use prepositions that indicate position in a place or an environment (e.g. in, on, under, behind). I am developing my whole text structure to include openings and closings in stories and non-fiction.

Year 4

I can create complex sentences (those with more than one clause) using a larger range of conjunctions accurately (e.g. although, while). I can also use conjunctions to set up relationships or contrasts in my sentences (e.g. despite, nevertheless, consequently). I have added rhetorical questions to my sentence types and can ask them to involve the reader. In enriching my sentences, I can now use more complicated noun phrases (e.g. The beautiful lady with the chestnut brown hair) and also include the elements from my 'Collecting' and 'Becoming Fluent' work. My whole text structure is becoming more cohesive and I can organise my writing with a clear beginning, middle and end. I can organise my ideas into sequenced paragraphs and use exciting openings to grab and reader's attention and dramatic closings/strong conclusions to finish. Within paragraphs I write sentences that lead on from the previous sentence and use pronouns and nouns within and across sentences to aid flow and readability.

Year 5

I am confident with different sentence types and can create different emphasis through the word order and choice in sentences. I enrich my writing using elements from my 'Collecting' and 'Becoming Fluent' work. I can mix short and long sentences to change the pace for the reader and can organise my writing at a paragraph/text level so that it reflects different paces in story or evidence/emphasis in non-fiction and use organisational features and presentational devices to guide the reader (e.g. headings, bullet points, underlining). I can start a new paragraph to show change in time, place, event, person or focus and can link ideas across paragraphs by making references back and forwards. My paragraphs are internally coherent/logical - (for example using the paraburger structure) and can build links within paragraphs (cohesion) by using elements such as adverbials of time/place/number and pronouns.

Year 6

I can use a range of simple/compound/complex sentences and sentences types (long/short, exclamations/questions/commands etc.) and choose specific sentences types/structures for specific effects. I enrich my writing using elements from my 'Collecting' and 'Becoming Fluent' work. I understand formality in writing and can choose appropriately whether to be formal or informal in my work. I use a range of layout devices (e.g. columns, bullets, tables) and can navigate a reader through a text in a logical way or change this deliberately (e.g. flashback/forward or changing/opposing viewpoints). I consistently use paragraphs across the whole text, linking ideas within and across paragraphs using a wide range of devices, including: conjunctions, adverbials of time and place, pronouns, synonyms and repetition.

Writing Key Concepts Progression

Collecting (language and writer's techniques)

EYFS

I can collect words that rhyme. In making up stories and poems, I can use words we have collected onto flipcharts or displays in class.

Year 1

I am beginning to use some story language and the writer's techniques of onomatopoeia and alliteration. I can use 'and' to join two words together and to join two clauses.

Year 2

I have started to draw on my reading, collecting words, language, techniques and patterns. I have added using adverbs/adverbial phrases and expanded noun phrases to my writer's toolkit. I use coordinating conjunctions (when, if, that, because) and subordinating conjunctions (and, but, or) I can also use rhyme for effect e.g. Sally was slipping and flipping. I can also use repetition that follows story patterns e.g. Jump, jump as high as you can... I am starting to collect different types of sentences that I can use such as statements, questions, exclamations, commands.

Year 3

I have started to collect ideas about pieces of writing from reading pieces from a similar genre and noting the vocabulary, grammar and structure used. I have begun to collect and use adverbs that indicate a position in time (e.g. next, soon, later that day, as dusk fell) and adverbs that build a relationship or cause (e.g. therefore, as a result). As well as the types of sentences I learnt in Year 2, I am starting to write sentences with more than one clause by using a wider range of conjunctions - including 'when, if, because, although. I have also added to my collection of 'Writer's Techniques' similes using 'like' and the use of alliteration.

Year 4

Having read more, I am more familiar with different genres and, through collecting vocabulary, grammar and structure from examples, I am developing the range of different genres that I can write with more independence. I have developed the adverbs I collect to include 'How?', 'Where?' and 'When?' Adverbs and adverbial phrases. I have collected and can use conjunctions and connectives to signal time shifts, to move the setting and also to create suspense. I am becoming more confident using all the different types of sentences I have collected. In my 'Writer's Techniques' collection, I have now got using 'like' and 'as' similes as well as metaphors. I can use the present perfect form of verbs in contrast to the past tense.

Year 5

I am becoming an experienced reader, familiar with different forms/genres of writing and make clear connections between what I read and my own writing. I draw on my knowledge of how authors have tackled pieces of writing to help me make choices in my own. Having collected vocabulary, structure and grammatical features from different texts, I can plan my writing by identifying the audience and purpose - selecting the appropriate form and using other similar writing as a model - such as when creating characters or writing setting descriptions. In my toolkit of 'Writer's Techniques' I have put using the passive and perfect form of verbs, modal verbs or adverbs to suggest degrees of possibility, relative clauses and using expanded noun phrases to share complicated information with my reader more concisely. I am also learning to use 'pathetic fallacy' to mirror a character's emotions in nature/weather and to use puns to add humour to my writing. As well as the different types of sentence I have collected, I am starting to collect different sentence starts such as using fronted adverbs and using verbs ending with 'ed' and 'ing' to start sentences.

Year 6

As an experienced reader I am familiar with different forms/genres of writing and use what I read as inspiration and a resource for my own writing. I plan my writing by identifying the audience and purpose and then selecting the appropriate form. I try out vocabulary, grammar and structures I have drawn from other writers but might also play with these things to create something new of my own. Over my six years at Parc Eglos, I have collected many 'Writer's Techniques' that I can use deliberately and confidently. This year I have become confident with/added using the five main ways of making complex sentences - 'ed' verb start, 'ing' verb start, 'ly' adverb, embedded relative clause and using a subordinating conjunction at the start. I also use 'pathetic' fallacy, personification and extended metaphors. Having collecting a range of different sentence types, I select them to try to create specific effects. I do the same with using verb tenses such as passive, present perfect and past. I can talk about my writing and explain why I have chosen to use different elements and techniques from my collection - what I was trying to achieve.

Writing Key Concepts Progression

Becoming Fluent

EYFS

Handwriting

I can write left to right and can form lower-case and capital letters correctly.

Spelling

I can spell words by identifying the sounds and then writing the sound with letter/s. I can write some CVC words and can choose the right letters at the beginning of words. I can read back my work.

Compositional

I am starting to recognise that a story is a particular type of text. I can join in stories and make up stories of my own using role play/small world resources. I can add detail when retelling stories and might include story elements I have heard.

Year 1

Handwriting

I can sit correctly at a table, holding a pencil comfortably and correctly.

I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.

I can form capital letters.

I can form digits 0-9.

I understand which letter belongs to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

I leave spaces between my words.

Spelling

I can spell:

- Words containing each of the 40+ gpcs already taught
- Common exception words
- The days of the week

I can 'have a go' at spelling unknown words.

I can name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound.

I can add prefixes and suffixes (s/es, un, ing/ed/er/est).

I can apply simple spelling rules and guidance as listed in English Appendix 1 of the NC.

I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Punctuation

I try to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.

I use a capital letter for names of people, places, the days of the weeks and the personal pronoun 'I'.

Compositional

I can write stories and recounts and can use topic words in doing so. In my writing, I can use the right tense. I am becoming aware of different types of writing and know that different types of writing are used for different purposes. I can read aloud my writing clearly enough to be heard by my peers and the teacher and I can discuss what I have written with adults or other pupils.

Year 2

Handwriting

I can:

- Form lower case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.

Spelling

I can spell by:

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Learning to spell common exception words
- Learning to spell more words with contracted forms.
- Learning the possessive apostrophe (singular).
- Distinguishing between homophones and near homophones.

I can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.

I can apply spelling rules and guidance as listed in English Appendix 1.

I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Punctuation

I can demarcate most sentences in my writing with capital letters and full stops, and use question marks and exclamation marks correctly when required.

I am starting to use commas in lists and apostrophes in words like 'can't' 'we'll' 'I'm'.

I can use an apostrophe to show singular belonging to.

Writing Key Concepts Progression

Compositional

I am developing positive attitudes and stamina for writing by writing different types of writing and for different purposes. These include:

- Writing simple, coherent narratives about personal experiences and those of others (real or fiction).
- Writing about real events, recording these simply and clearly.
- Writing poetry.

I am starting to understand the need to change my writing for the different types - for example interesting ideas for stories, factual ideas for non-fiction and include my view sometimes in my writing. I can include the key features of some of these text types, such as - stories, recounts and fact files.

Year 3

Handwriting

I can:

- Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of my handwriting.

Spelling

In line with the English Appendix 1 as covered by our Spellzoo Programme of spellings, I can:

- Use further prefixes and suffixes and understand how to add them.
- Spell further homophones.
- Spell words that are often misspelt.
- Place the possessive apostrophe accurately in words with regular plurals and in words with irregular spellings
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words taught so far

Punctuation

I can begin to use inverted commas to punctuate direct speech

I can begin to include other direct speech punctuation (e.g. comma, capital letter)

I usually use apostrophes for possession.

I use commas for lists accurately.

Compositional Fluency

I am becoming a more confident story writer and can include the main features (such as creating settings, characters and simple plots) developing my ideas over two to three sentences. In non-fiction I am developing confidence with information writing and have also started to tackle whole pieces where I am expressing/discussing a point of view. In my non-narrative work I am becoming more confident with key features I should include - such as headings and sub-headings - selecting these with increasing independence. I am becoming more familiar with the idea of paragraphing - usually organising my writing into paragraphs/sections which have a two or three linked sentences. I can use present perfect verbs in my writing - e.g. He has gone to the shops.

Year 4

Handwriting

I can:

- Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of my handwriting.

Spelling

In line with the English Appendix 1 as covered by our Spellzoo Programme of spellings, I can:

- Spell homophones correctly according to their use e.g. their/there, too/to.
- Show the difference between plural and possessive with 's punctuation.
- Use a range of techniques to spell unfamiliar words (including developing my awareness of word families).
- Extend the range of prefixes and suffixes I can use (e.g. 'super' and 'anti')
- Find words in a dictionary with more confidence - using the first three letters.
- Write from memory simple sentences, dictated by the teacher, that include words taught so far

Punctuation

I can now independently use speech punctuation accurately (speech marks, commas/punctuation within, new line etc).

I can mark plural possession using an apostrophe - e.g. the boys' names.

I can use a comma after a fronted adverb with increasing confidence.

Compositional Fluency

I am starting to appreciate the impact reading has on my writing and can discuss writing similar to that which I am writing, in order to understand and learn from its structure, vocabulary and grammar. I am a fluent story writer able to develop increasingly interesting/intriguing characters, plots and settings and using more controlled detail in my descriptions. I am beginning to be aware of different story 'genres' and to be aware that the choices a writer makes will be influenced by the genre in which they are writing. I am writing more complicated non-fiction pieces and can utilise the features of informational and persuasive writing more confidently (e.g. adopting a historical voice, covering alternative points of view etc.) selecting the key features I should include. I am even beginning to play with these features - e.g. alliterative headings or those employing puns. I independently organise my writing into accurate, developed paragraphs - each with a clear focus - and am starting to show fluency within a piece of writing by making links across paragraphs. In all my pieces of writing, I choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. I usually use different tenses of verbs (past, present and future) correctly, including the present perfect form.

Writing Key Concepts Progression

Year 5

Handwriting

I can write legibly, fluently and with increasing speed by:

- Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for a task

Spelling

In line with the English Appendix 1 as covered by our Spellzoo Programme of spellings, I can:

- Spell some words with silent letters
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology in spelling
- Understand that the spelling of some words needs to be learnt specifically
- Use further prefixes/suffixes and understand the guidelines for using them
- Use a dictionary to check the spelling or meaning of a word

Punctuation

I can use the range of punctuation taught by Years 3 and 4 correctly and with independence. I use many of the punctuation elements fluently, however those that I have been introduced to/taught more recently may still need checking/correcting at the purple polishing stage. The punctuation I may need to recap/be taught in order to become fluent will include:

- Full punctuation of direct speech
- Brackets, dashes or commas to indicate parenthesis
- Use commas to clarify meaning or avoid ambiguity

Compositional Fluency

I understand the link between reading and writing and how 'reading as a writer' enables me to magpie key techniques (language/structural/grammatical) from other writers. I am able to discuss the choices other writers have made, evaluating them for effectiveness. I do this with my own work by considering the impact my choices may have on my intended reader. As an experienced story writer, I am starting to create more complicated narratives - interweaving descriptions of characters, settings and atmosphere with dialogue. Through my reading and writing experience so far, I have developed an understanding of story genre and am becoming more fluent in adapting story elements to suit a number of key genres. I am fluent with key non-fiction texts (information pieces and recounts) and am becoming more experienced as a writer of persuasive texts, able to make a clear point of view and elaborate. I can adopt the key features of non-fiction texts independently and am beginning to be aware that I might adapt these for a specific effect. I use different forms of verbs correctly and consistently within a text, including using present perfect tense in contrast to the past tense and am beginning to use the subjunctive form.

Year 6

Handwriting

I can:

- maintain legibility in joined handwriting when writing at speed
- write fluently and legibly with a personal style

Spelling

In line with the English Appendix, I can spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. For example, I can:

- Spell some words with silent letters
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology in spelling
- Understand that the spelling of some words needs to be learnt specifically
- Use further prefixes/suffixes and understand the guidelines for using them
- Use a dictionary to check the spelling or meaning of a word

Punctuation

I can use the range of punctuation taught at key stage 2 (in all the year groups above) mostly correctly and with independence (e.g. inverted commas and other punctuation to indicate direct speech). I use many/most of the punctuation elements with automaticity, however those that I have been introduced to/taught more recently I may still be correcting at the purple polishing stage. The punctuation I use will include:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

Compositional

I write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my own writing (e.g. literary language, characterisation, structure). I show imagination and flair in my story writing, engaging my reader through my style and feature choices and am able to adapt these to suit well known genres. I may even be fluent enough with these genres to begin manipulating them for different effects (e.g. begin a suspense story with a 'everything is great in the world' atmosphere or set a scary story in a non-traditional setting such as a shopping centre in the day time). In persuasive writing, I can convey a convincing viewpoint, using another's point of view to support or contrast my own. I choose the appropriate register for my writing, exercising an increasingly assured and conscious control over levels of formality (particularly through manipulating grammar and vocabulary to achieve this). I also choose/use the different features of non-fiction texts in a controlled way to guide my reader through my writing. I use all the verb tenses consistently and correctly throughout my writing.