



THE 21
STEPS

Year R	Step 1	Step 2	Step 3	End of Year Expectations
Writing	<p>I use and enjoy mark-making materials and give meaning to my marks.</p> <p>I can write my name.</p> <p>I form some letters which can be identified; (I might mix lower and upper case letters.)</p> <p>I can write single letters or groups of letters that represent meaning, representing some sounds correctly and in sequence.</p>	<p>I can hold a pencil correctly.</p> <p>I correctly form a growing set of letters which can be identified; I use my phonic knowledge to write words that match spoken sounds.</p> <p>I show an awareness of sequencing of letters by spelling common single syllable words correctly in my writing.</p> <p>I am learning to write a few common irregular words.</p> <p>I can write some coherent statements, although spelling may not be accurate.</p>	<p>My writing shows that I can use my phonic knowledge to write words that match my spoken sounds.</p> <p>I can spell some common irregular words and make phonic attempts at spelling other words.</p> <p>I can write 3 or more simple sentences that can be read without my help and that make sense.</p>	<p>I can use my phonic knowledge to write words that match my spoken sounds.</p> <p>I can write words that are spelt correctly or are phonetically plausible.</p> <p>I can write some irregular common words.</p> <p>I can write simple sentences that can be read by me and others.</p>

Year 1	Step 4	Step 5	Step 6	End of Year Expectations
<p>Spelling</p>	<p>I can spell words containing some of the 40+ phonemes which I have been taught. I can segment words into phonemes.</p> <p>I am beginning to spell some common exception words [Y1].</p> <p>I show that I can spell the days of the week.</p> <p>I can name most letters of the alphabet, and with help I can say parts of the alphabet in order.</p> <p>I can add -ing to basic root words e.g. going; finding.</p> <p>I know that I add -s to make more than one. Sometimes I add -es.</p> <p>I can represent the phonemes I hear with phonically plausible spellings (i.e. not always correctly).</p>	<p>I can spell words containing many of the phonemes already taught; I represent the phonemes I hear with increasing phonic plausibility.</p> <p>I can spell many of the Y1 CE words.</p> <p>I sometimes spell the days of the week by myself.</p> <p>I am learning to say the letters of the alphabet in order from memory.</p> <p>I know many letter names and can use them when we talk about how words are spelt.</p> <p>I am learning to add -ed, -er, -est to a root word where no change is needed in spelling.</p> <p>I am beginning to understand the difference between singular and plural; I sometimes add -s or -es correctly.</p> <p>I can write simple sentences using the Y1 spelling rules and the GPCs I know.</p>	<p>I can confidently spell words containing the 40 phonemes, e.g. long vowel phonemes.</p> <p>I can independently spell most Y1 CE words.</p> <p>I can reliably spell the days of the week.</p> <p>I can name the letters of the alphabet in order without help.</p> <p>I can confidently use letter names to distinguish between different spellings with the same sound.</p> <p>I can add the prefix un- and recognise its impact on meaning. - I can add suffixes to a root word where no change is needed in spelling.</p> <p>I understand and use singular and plural, adding -s or -es correctly. I add -s/es to form verbs e.g. takes; catches.</p> <p>I can write simple dictated sentences, applying Y1 spelling rules and my knowledge of CE words.</p>	<p>End of Year Expectations</p> <p>I can spell words containing each of the 40+ phonemes already taught.</p> <p>I can spell common exception words* [Y1 POS]</p> <p>I can spell the days of the week.</p> <p>I can name the letters of the alphabet in order.</p> <p>I can use letter names to distinguish between alternative spellings of the same sound.</p> <p>I can add the taught prefixes and suffixes correctly e.g. the prefix un-; the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.</p> <p>I can add -s or -es to make plural nouns and 3rd person verbs</p> <p>I can apply the simple spelling rules and guidance [Y1 POS] e.g. in simple dictated sentences.</p> <p>I can spell some words in a phonetically plausible way.</p>

Year 1	Step 4	Step 5	Step 6	End of Year Expectations
Handwriting	<p>I can sit at the table and am learning how to hold my pencil comfortably and correctly, appropriate to my 'preferred hand.</p> <p>I am beginning to write lower case letters in the correct direction.</p> <p>I am learning some of the handwriting families, practising letters which belong to their family [e.g. curly caterpillar]</p> <p>I can form the digits 0-9 and can form some capital letters, although not reliably.</p>	<p>I sit correctly and am gaining better control of my pencil when I write.</p> <p>I begin to form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>I am learning and practising more handwriting families and can choose some of these letters by myself.</p> <p>I can form many capital letters correctly, and mostly form the digits 0-9.</p>	<p>I reliably sit correctly at the table and hold my pencil comfortably and correctly.</p> <p>I can write lower case letters in the correct direction, starting and finishing in the right place, according to the school's handwriting policy.</p> <p>I understand which letters belong to which handwriting families and I practise these [* sometimes joining letters].</p> <p>I can form digits 0-9 and most capital letters correctly on my own.</p>	<p>I can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>I begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>I understand which letters belong to which handwriting families and I practise these.</p> <p>I form capital letters and digits 0-9.</p>

Year 1	Step 4	Step 5	Step 6	End of Year Expectations
Composition	<p>With prompting, I can say out loud what I am going to write about.</p> <p>In a group, I compose a sentence orally before writing it. My teacher helps me compose my own sentence out loud.</p> <p>With guidance or in a group, I can put events of a short story in order; we write sentences to sequence the story.</p> <p>In a group, we are learning to read back what we have written to check it makes sense. My teacher helps me do this with my own writing too.</p> <p>Together, we read our writing aloud. Sometimes I read my writing aloud to the teacher.</p> <p>We talk about our shared writing together. My teacher talks about my own writing with me.</p> <p>I write simple structures which recount an event from my experience.</p>	<p>I can say out loud what I am going to write about, sometimes using my own ideas.</p> <p>When I say out loud what I am going to write about, I sometimes use sentences.</p> <p>I can sequence a few sentences in order to tell part of (or all of) a story.</p> <p>I can sometimes re-read what I have written to check it makes sense.</p> <p>I can read aloud my writing to others.</p> <p>I am learning to talk about my writing with other people. (Non-statutory)</p> <p>I am building different writing experiences, either from real or imagined experience.</p> <p>I write simple structures / sentences about my world.</p>	<p>I can say out loud what I am going to write about, using my own ideas.</p> <p>I can compose a sentence orally before writing it. -I can repeat my sentence so that it is clear in my head and helps me remember it.</p> <p>I can sequence sentences on my own to form short narratives.</p> <p>I can re-read what I have written to check that it makes sense.</p> <p>I can read aloud my writing clearly enough to be heard by my peers and the teacher.</p> <p>I can discuss what I have written with the teacher or another pupil.</p> <p>Sometimes I can think of my own things to say about it.</p> <p>I can write for different purposes, such as retelling a key story, writing about my experiences or writing for information.</p>	<p>I can say out loud what I am going to write about.</p> <p>I can compose a sentence orally before writing it.</p> <p>I can sequence sentences to form short narratives.</p> <p>I can re-read what I have written to check that it makes sense.</p> <p>I can read aloud my writing clearly enough to be heard by my peers and the teacher.</p> <p>I can discuss what I have written with the teacher or other pupils.</p> <p>I can write for different purposes, such as retelling a key story, writing about my own experiences or writing for information.</p>
Vocabulary & Grammar	<p>I use a simple sentence structure e.g. I like running.</p> <p>I can skip.</p> <p>I can understand what a question is.</p> <p>I understand what an exclamation is.</p> <p>I am learning what describing word means.</p>	<p>I am beginning to use the joining word 'and'.</p> <p>I can use a question mark.</p> <p>I can use an exclamation mark.</p> <p>I sometimes use describing words in my writing.</p>	<p>I can regularly join words and clauses using 'and', by myself.</p> <p>Sometimes we use other joining words too.</p> <p>I can write simple sentences from memory, dictated by the teacher.</p> <p>Sometimes these are different kinds of sentences.</p> <p>I can use describing words to create an effect. When I am ready, my teacher calls them 'adjectives'.</p>	<p>I can join words and clauses using 'and'.</p> <p>I can write simple sentences from memory dictated by the teacher.</p> <p>I am learning to write different kinds of sentences, such as questions or statements, and that their punctuation marks may vary.</p> <p>I can use a range of adjectives for effect.</p>

Year 1	Step 4	Step 5	Step 6	End of Year Expectations
Punctuation	<p>I am learning to use spaces to separate words.</p> <p>I understand what a sentence is and that it has a capital letter and a full stop. I talk about ? /! and begin to know their purpose.</p> <p>I can match familiar looking capital and lower case letters.</p> <p>I can write capital letters at the start of some words e.g. my name.</p>	<p>I can leave spaces between my words to help the reader see what I have written.</p> <p>I sometimes use a capital letter and full stop on my own. I am beginning to use ? and ! with help.</p> <p>I can match CL and lower case letters which look dissimilar.</p> <p>I can write many capital letters (e.g. days of the week, my friends' names and 'I').</p>	<p>I can regularly use spaces to separate words.</p> <p>I am beginning to punctuate sentences using a capital letter and full stop, question mark or exclamation mark.</p> <p>I show that I can use a capital letter for the names of people, places, the days of the week and 'I', sometimes by myself.</p>	<p>I can use spaces to separate words.</p> <p>I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>I use a capital letters for the names of people, places, the days of the week and the personal pronoun 'I'.</p>

Year 2	Step 7	Step 8	Step 9	End of Year Expectations
Spelling	<p>I can segment spoken words into phonemes and represent these using graphemes, spelling some correctly.</p> <p>I can segment two syllable words.</p> <p>I am practising the alternative graphemes already taught, e.g. shout/ howl, and learning some new ones.</p> <p>I can spell all Y1 CE words and some Y2 CE words correctly by myself.</p> <p>I practise writing words with the suffixes I already know e.g. -ed, -er, -est and -ing.</p> <p>I can identify and spell a few homophones e.g. to/two; see/sea; blue/blew.</p> <p>I am learning to spell some contractions; sometimes I remember these by myself.</p> <p>I am learning to write from memory simple sentences dictated by the teacher. With prompting, I remember some of things I have been taught.</p> <p>I practise spelling rules I have already learned e.g. forming plural words by adding -s/-es.</p>	<p>I show that I can independently segment words into phonemes, and often choose the right grapheme to spell words I should know [Y2 POS].</p> <p>My writing shows that I am becoming more confident to spell words using a range of alternative graphemes I have learned.</p> <p>I can spell and use some CE words correctly [Y2 POS] in my writing.</p> <p>I can use suffixes in my own writing e.g. -ed, -ing, -er, -est, -ly, -y. I am learning new suffixes e.g. -ful, -ment. I practise words which need to change the root e.g. swim / swimming.</p> <p>I can spell some homophones [Y2] e.g. son/sun; knight/night.</p> <p>I can spell some contractions in my own writing e.g. can't, I'm, didn't.</p> <p>I can write from memory simple sentences using the GPCs, CE words and punctuation I have learned so far.</p> <p>I apply some Y2 spelling rules e.g. forming a plural of words ending –ey e.g. donkeys.</p>	<p>I can segment spoken words into phonemes and select the correct graphemes to spell many decodable words correctly.</p> <p>I can spell correctly words with a wide range of alternative graphemes.</p> <p>I can independently spell many CE words correctly [Y2 POS].</p> <p>I can add suffixes to spell longer words (e.g. -ed, -ing, -ment, -ness, -less, -ful, -ly) spelling these correctly.</p> <p>I can distinguish between some homophones [Y2 POS] and spell them correctly.</p> <p>I can spell more words with contracted forms e.g. can't, hasn't, couldn't, it's, I'll.</p> <p>I can write from memory simple sentences dictated by the teacher that include the GPCs, CE words and punctuation I have learned.</p> <p>I apply Y2 spelling rules e.g. forming plural words which end in –y correctly [fly/flies]; I spell words ending with –il/-el/-al [pencil/towel/metal].</p>	<p>I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>I am learning new ways of spelling phonemes for which one or more spellings are already known, and learning some words with each spelling [alternative graphemes].</p> <p>I can spell many CE words [Y2].</p> <p>I can add suffixes to spell longer words e.g. -ment, -ness, -less, -ful, -ly.</p> <p>I can distinguish between a few homophones / near-homophones e.g. see/sea; quite/quiet.</p> <p>I can spell more words with contracted forms.</p> <p>I can write from memory simple sentences dictated by the teacher that include words using the GPCs, CE words and punctuation taught so far.</p> <p>I apply the Y2 spelling rules and guidance [Y2 Appendix 1].</p>

Year 2	Step 7	Step 8	Step 9	End of Year Expectations
Handwriting	<p>I usually remember to use spaces between my words; sometimes they are the right size.</p> <p>I can form most capital letters and digits accurately, on the line.</p> <p>I can write most capital letters of the right size next to lower case letters.</p> <p>I form most lower case letters correctly and try to position them on the line. I know that I should make my letters the right size in relation to each other.</p>	<p>I use spaces which mostly reflect the size of letters.</p> <p>I can form and orientate CL and digits correctly on the line.</p> <p>I can form my letters in the correct direction, starting and finishing in the right place* and position them on the line. I form lower case letters of the correct size relative to one another in some of my writing.</p> <p>I am starting to use lead-in / lead out strokes, depending on the school's handwriting policy.</p>	<p>I can use spacing between words that reflects the size of the letters.</p> <p>I can write CL and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>I can form accurate lower case letters of an even size.</p> <p>I use the diagonal and horizontal strokes needed to join letters in some of my writing.</p> <p>I am developing a joined style, depending on handwriting policy.</p>	<p>I use spacing between words which reflects the size of letters.</p> <p>I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>I can form lower-case letters of the correct size relative to one another.</p> <p>I can use the diagonal and horizontal strokes needed to join letters in some of my writing, and understand which letters, when adjacent to one another, are best left unjoined.</p>

Year 2	Step 7	Step 8	Step 9	End of Year Expectations
Composition	<p>I enjoy writing down my ideas, sometimes with help. I can join sentences together to express myself.</p> <p>In a group, we retell a story we know well. Sometimes I make up my own version.</p> <p>I can retell a simple story about something that happened to me.</p> <p>I am learning about different kinds of writing, and with support and guidance I can write a few different things e.g. a recount; information.</p> <p>With guidance, I think and talk about what I am going to write about. I am learning to use a simple plan to set out my ideas.</p> <p>I write simple messages for myself, my friends and other adults to read.</p> <p>I say out loud what I am going to write, sentence by sentence.</p> <p>I can reread my writing with the teacher to check for improvements.</p> <p>In groups or with the teacher, I am learning to say what I think is good about my writing; I can pick out strong words which describe things [adjectives], or powerful verbs.</p> <p>I am learning to find my own mistakes e.g. spelling or punctuation. Sometimes I can find and correct these myself.</p> <p>My teacher helps me to read my work aloud in a way that shows it makes sense.</p>	<p>I enjoy writing. I write both long and short pieces and am learning to concentrate.</p> <p>I am learning to write a beginning, middle and ending of a story, sometimes about a personal experience and sometimes about made up characters.</p> <p>I write different texts for different purposes. I know the reason for what I am writing; I know that information writing is different from a story, for example.</p> <p>I can create a simple plan using some key words to help me. I routinely say out loud what I am going to write about.</p> <p>Sometimes I am able on my own to write down what I want to say, sentence by sentence.</p> <p>I am beginning to independently reread to check my writing makes sense. Sometimes I know how to fix it.</p> <p>I can say something I like about my writing, and explain why.</p> <p>With occasional guidance, I can proof-read my work to correct errors in spelling and punctuation.</p> <p>I can read my writing aloud to myself and to someone else. Usually I notice where the full stops are, so that it makes sense.</p>	<p>I take pride in my writing</p> <p>I am positive about writing and am building stamina to write longer pieces in a sustained way.</p> <p>I write stories, sometimes about my own experiences and sometimes about other people or characters.</p> <p>I write independently for a range of purposes, e.g. a recount about a real event; a poem; a letter with a purpose; information about something.</p> <p>I think about what I am going to write before I begin. -I can make and use a simple plan or drawing to order my events or thoughts.</p> <p>I write down my key ideas and new words I will need.</p> <p>I am able to independently encapsulate what I way to say, sentence by sentence, to make an organised sequence.</p> <p>I can re-read to check my writing makes sense and make improvements.</p> <p>In discussion with others, I can say what I like about my writing, and find parts I could improve. I talk about the new vocabulary I have used.</p> <p>I can independently proof-read to make corrections and improvements to my writing.</p> <p>I can read my writing aloud, paying attention to the punctuation so that the meaning is clear. I use expression in the right places too.</p>	<p>I am positive about writing and I am building writing stamina.</p> <p>I write narratives about personal experiences and those of others (real and fictional) .</p> <p>I write for different purposes, such as a recount about real events, or poetry.</p> <p>I think about what I am going to write before I begin. I plan or say out loud what I am going to write about.</p> <p>When planning, I write down key ideas and new vocabulary.</p> <p>I encapsulate what I want to say, sentence by sentence.</p> <p>I can re-read to check that my writing makes sense, and that verbs are used correctly and consistently, including the continuous form.</p> <p>I can evaluate my writing with the teacher and other pupils.</p> <p>I can proof-read to make improvements to spelling, grammar and punctuation.</p> <p>I can read my writing aloud with appropriate intonation to make the meaning clear.</p>

Year 2	Step 7	Step 8	Step 9	End of Year Expectations
Vocabulary & Grammar	<p>I write statements, questions and commands. I am beginning to learn how to write an exclamation sentence.</p> <p>I can use and/or/but to join some sentences.</p> <p>I hear and talk about conjunctions in the texts we share e.g. when, if, because. I practise joining sentences with these.</p> <p>I can identify adjectives and understand how they help me to describe things or places.</p> <p>I can identify past and present tense verbs. When I write a story, I usually stay in the past tense. When I write information, I can use the present tense.</p> <p>I am learning about different kinds of nouns, and which need a CL.</p> <p>I can find doing verbs.</p> <p>We are learning about expressing ourselves in the right way e.g. We did/ We were.</p>	<p>I am learning to identify and write the different forms of sentences, sometimes remembering the punctuation I should use.</p> <p>I can consistently use and/or/but to join my sentences.</p> <p>I can use some subordinating conjunctions such as: when, if, that, because, to join my sentences.</p> <p>I can find noun phrases in a text; I use suitable adjectives to add information about a noun.</p> <p>I make the correct choice of present or past tense verbs, and show that I can sometimes maintain it through my writing.</p> <p>I know how to find nouns, adjectives and verbs in sentences. I am beginning to identify adverbs.</p> <p>I am learning to find 'being' verbs.</p> <p>I am learning to express myself accurately e.g. We were/ They were/ I did.</p>	<p>I can use a variety of sentences with different forms for different purposes.</p> <p>I can use a variety of co-ordinating conjunctions to join my sentences.</p> <p>I can use some subordinating conjunctions e.g. when, if, that, because.</p> <p>I can use noun phrases to describe things effectively.</p> <p>I can consistently use the present and past tense of verbs in my writing; -I use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is running.</p> <p>I can discuss sentences using the word classes that I know e.g. verbs, adverbs. I can identify all four word classes within sentences.</p> <p>I can use some features of written Standard English e.g. We were/ you were / I did / those books.</p>	<p>I can use sentences with different forms: statement, question, exclamation and command.</p> <p>I can use coordinating conjunctions: and, or, but .</p> <p>I can use subordinating conjunctions (when, if, that, because).</p> <p>I can use noun phrases to describe and specify.</p> <p>I can use the present and past tenses correctly and consistently, including the progressive form.</p> <p>I understand and can identify nouns, adjectives, verbs and adverbs.</p> <p>I can use some features of written Standard English.</p>

Year 2	Step 7	Step 8	Step 9	End of Year Expectations
Punctuation	<p>I can use CL and FS to demarcate some sentences.</p> <p>I know what a question mark and exclamation mark are for, and I practise using them in the right places e.g. Watch out!</p> <p>I can explain why a proper noun needs a capital letter. Sometimes I show that I can use them.</p> <p>I can identify different apostrophes and discuss how they are used.</p> <p>I can explain what a comma does. I am learning to use them in a list.</p>	<p>I can use capital letters and full stops to demarcate many sentences.</p> <p>I show that I can independently remember to use a question mark and exclamation mark; I am learning about the exclamation sentence.</p> <p>I can use capital letters for proper nouns. Sometimes I use a string of CL for effect.</p> <p>I am beginning to use apostrophes for possession.</p> <p>I am beginning to use commas in a list without guidance.</p> <p>I can identify speech marks in a text.</p>	<p>I can use CL and FS to demarcate most sentences correctly.</p> <p>I can use question marks and exclamation marks to demarcate the ends of some sentences.</p> <p>I can use CL for proper nouns and the pronoun 'I'.</p> <p>I can use apostrophes for contractions e.g. don't</p> <p>I can use apostrophes for singular possession.</p> <p>I can use commas to form a list.</p> <p>I can use speech marks.</p>	<p>I can use capital letters and full stops to demarcate sentences, mostly correctly.</p> <p>I can sometimes use question marks and exclamation marks to demarcate the end of some sentences.</p> <p>I can use capital letters for proper nouns and the pronoun 'I'.</p> <p>I can use apostrophes for contracted forms and the possessive (singular).</p> <p>I can use commas for lists.</p> <p>I can use speech marks.</p>

Year 3	Step 10	Step 11	Step 12	End of Year Expectations
Spelling	<p>I use some suffixes to change word endings e.g. forgetting, forgotten, beginner. I know the words prefix and suffix.</p> <p>I know that words which sound the same can be spelt differently. I practise those from Y2 POS.</p> <p>I spell the Y2 CE words and a few new words that are often misspelt.</p> <p>I can use the first letter of a word to check its spelling in a dictionary.</p> <p>I can write from memory simple sentences dictated by the teacher, using the spelling rules we have been learning.</p> <p>I can use some strategies to help me learn to spell words e.g. a mnemonic.</p>	<p>I use an increasing range of prefixes and suffixes, spelling words correctly e.g. disagree, supermarket, finally.</p> <p>I can spell some new homophones e.g. bury/berry; break/brake.</p> <p>I am learning to spell more words that are often misspelt, including some from the POS statutory list e.g. caught, famous, bicycle.</p> <p>I can use the first two or three letters of word to check its spelling in a dictionary.</p> <p>I can write from memory simple sentences dictated by the teacher, including e.g. irregular verbs and homophones I have been learning.</p> <p>I am using an increasing range of strategies to help me learn new words e.g. splitting words into root+affix.</p>	<p>I use further prefixes and suffixes e.g. subheading, television, measure, and understand how to add them.</p> <p>I can spell further homophones and apply them in my writing e.g. grate/great, main/mane, plain/plane.</p> <p>I can spell words that are often misspelt, including a set of words from the POS statutory list e.g. group, accident, often, through.</p> <p>I use a dictionary by myself to edit my writing.</p> <p>I can write from memory simple sentences dictated by the teacher, and apply the spelling rules I have learned.</p> <p>I am able to learn and practise new spellings and check whether I have written them correctly.</p>	<p>I use further prefixes and suffixes and understand how to add them. I can make nouns using prefixes. (Appendix 1)</p> <p>I spell further homophones.</p> <p>I spell words that are often misspelt. (Appendix 1)</p> <p>I can use the first two or three letters of word to check its spelling in a dictionary.</p> <p>I can write from memory simple sentences, dictated by the teacher.</p> <p>I can use a range of strategies to help me learn to spell new words correctly.</p>
Handwriting	<p>I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>I can use spacing between words that reflects the size of the letters.</p> <p>I use the lead in and lead out strokes to join my letters (see school h/writing policy). I join some of my writing.</p> <p>I can check that lines of writing are spaced out well.</p>	<p>I often use joined writing in my independent writing; I understand which letters are best left un-joined.</p> <p>I aim to write letters which are even in size and direction.</p> <p>I can check on the consistency of my handwriting e.g. ensuring that the downstrokes of letters are parallel and equidistant.</p> <p>I take pride in my handwriting.</p>	<p>I can use the diagonal and horizontal strokes needed to join letters, and understand which letters are best left unjoined. I use joined writing through most of my independent writing, according to the school's handwriting policy.</p> <p>My letters are consistent in size and orientation.</p> <p>I write legibly with consistent quality. I take pride in my handwriting.</p> <p>I correctly form my ascenders and descenders.</p>	<p>I can use the diagonal and horizontal strokes needed to join letters, and understand which letters are best left unjoined.</p> <p>I can write legibly with letters of consistent size and orientation.</p> <p>I am writing with increasing legibility, consistency and quality e.g. downstrokes are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders do not touch.</p> <p>Pupils should be using joined writing throughout their independent writing.</p>

Year 3	Step 10	Step 11	Step 12	End of Year Expectations
Composition	<p>I know the difference between fiction and non-fiction texts. I can talk about the purpose of the writing I am working on, and know some of its features.</p> <p>I talk about and record my ideas, with some guidance from the teacher.</p> <p>I practise what I am going to write about, composing whole sentences orally first. I try to use powerful words and different kinds of sentences.</p> <p>With support, I can identify why paragraphs are organised into different sections. Sometimes I can organise my ideas this way.</p> <p>I can use some features of non-fiction writing, so that my ideas are easy to read.</p> <p>I know what the words character, setting and event mean. I can focus on describing each one, although I may not balance all three evenly.</p> <p>With guidance, I can look for spelling and punctuation errors, if I know what to look for.</p> <p>I can sometimes say why writing is good and what is good about it.</p> <p>I am increasing the bank of words that I know and write, and learning how to use classroom resources to improve my vocabulary when I write.</p> <p>With support, I read my work aloud to myself or to others, paying attention to where the full stops are. I notice exclamations, and read them with expression.</p> <p>I can write a story, a poem and an information article.</p>	<p>I can talk about a range of genres, discussing the purpose and audience, including for my own writing.</p> <p>I can comment on the layout of the text and the kinds of words or sentences used.</p> <p>I can discuss and record my ideas.</p> <p>I can compose my sentences orally and in writing, including dialogue in my stories.</p> <p>I use the best words I can think of, and vary my sentences so that they begin in different ways.</p> <p>I am learning to organise my ideas myself into different sections on the page.</p> <p>I am learning to use some organisational features in my non-fiction writing, to make it clear.</p> <p>I can write a story which describes the setting and characters; my story has a beginning, middle and ending which make sense.</p> <p>With guidance, I can proof-read my work to check for errors. Sometimes I spot them by myself.</p> <p>I can make a meaningful comment about why writing is good, and can make suggestions about how to improve other parts. Sometimes I edit my own work.</p> <p>I use resources around the classroom to improve vocabulary in my writing.</p> <p>I am learning how to find a pronoun. Sometimes I read my writing aloud, paying attention to the punctuation and trying to read with expression.</p> <p>I write for a range of purposes and audiences, across the curriculum.</p>	<p>I can compose and rehearse sentences orally (including dialogue), gradually building a more varied and interesting vocabulary; I vary my sentence structures.</p> <p>I am beginning to organise my writing in paragraphs around a theme.</p> <p>I can use some features of non- narrative texts e.g. title, subheading, text box and know some aspects of structure.</p> <p>I can independently create settings, characters and plot in narrative writing; usually I focus on one thing rather than all three.</p> <p>I can proof-read my work to check for spelling, grammar and punctuation errors.</p> <p>I can evaluate what I have written with the teacher and another pupil, and edit my work to make improvements. I can monitor whether my writing makes sense.</p> <p>I can make changes to the quality of vocabulary; I check that my pronouns are accurate.</p> <p>I can read my writing aloud to an audience, using the right expression and volume so that they understand me clearly.</p> <p>I write for a wide range of purposes and audiences, across the curriculum.</p> <p>I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that</p> <p>I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns.</p> <p>I can assess the effectiveness of my own and others writing and suggest improvements.</p>	<p>I can discuss writing similar to that which I am planning in order to understand and learn from its structure, vocabulary and grammar.</p> <p>I can discuss and record my ideas.</p> <p>I can draft and write by composing and rehearsing sentences orally (including dialogue), gradually building a range of varied and rich vocabulary and sentence structures.</p> <p>I have been introduced to paragraphs as a way to group related material.</p> <p>I can use simple organisational devices and features in non-narrative material.</p> <p>I can create settings, characters and plot in narrative writing.</p> <p>I can proof-read my work to check for spelling, grammar and punctuation errors.</p> <p>I can assess the effectiveness of my own and others' writing and suggest improvements. I can evaluate and edit.</p> <p>I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns.</p> <p>I can read aloud to a group or class, using the appropriate intonation and control the tone and volume so that the meaning is clear.</p> <p>I can write for a range of real purposes and audiences, across the curriculum e.g. explanation, description, narrative.</p>

Year 3	Step 10	Step 11	Step 12	End of Year Expectations
Vocabulary & Grammar	<p>I can use a variety of simple conjunctions; I am beginning to learn to find and write adverbs and prepositions to express time and cause.</p> <p>I know that a sentence must make sense and include a main verb. - I am beginning to identify the main clause in a sentence.</p> <p>I am learning which letters are vowels and which are consonants.</p> <p>I can identify whether my writing is in the past or present by looking at the verbs.</p> <p>I talk about the different ways my /others' sentences begin.</p> <p>I can identify adjectives and adverbs in texts. I practise using some in my writing.</p> <p>I understand that bossy verbs are used to give commands.</p> <p>I am learning about the term preposition in relation to position e.g. above, below, next to, in.</p> <p>I am learning about the determiner before the noun in some sentences.</p>	<p>I can use a variety of conjunctions, adverbs and prepositions to express time and cause e.g. when, then, before, after.</p> <p>I can sometimes find the main clause. I can sometimes find and use a subordinate clause. I know the difference between a clause and a phrase.</p> <p>I know the difference between vowels and consonants, and can name some. I use 'a' and 'an' correctly on most occasions.</p> <p>In most of my writing, I stay in the correct tense – present or past. I am beginning to use the present perfect tense, orally at first e.g. I have eaten.</p> <p>I begin my sentences in different ways to add interest.</p> <p>I can choose adjectives to create variety and add impact. Sometimes I use adverbs to add information to verbs.</p> <p>I can identify verbs, including 'bossy' verbs. I think about the verbs I choose so that they have the right effect.</p> <p>I can use prepositions to show position of objects in relation to one another. I am beginning to learn some prepositions which show relations of time.</p> <p>I can find some determiners in our class text.</p>	<p>I can express time, place and cause using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon) or prepositions (before, after, during).</p> <p>I can usually identify the main and subordinate clause in a sentence.</p> <p>I can name and describe vowels and consonants. I know when to use 'a' and 'an' before a noun.</p> <p>I use the present perfect form of verbs in contrast to the past tense e.g. I have found my purse. / I found my purse.</p> <p>My writing shows that I can confidently use a range of sentence openers to create variety and effect e.g. I can begin a sentence with a sub-clause.</p> <p>I can choose effective adjectives and adverbs which describe and specify what I want to write.</p> <p>I am beginning to use a range of regular and irregular verbs, including imperative verbs.</p> <p>I can use prepositions to show the position of objects in relation to one another and in relations of time.</p> <p>I can find some determiners in texts; I use the correct determiner in most of my sentences.</p>	<p>I can express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or prepositions (before, after, during).</p> <p>I can identify the main and subordinate clause in a sentence.</p> <p>I can use the determiners a or an, according to whether the next word begins with a consonant or vowel.</p> <p>I maintain either the present or past tense through my writing, including the progressive tense; I use the present perfect form of verbs e.g. He has gone out to play.</p> <p>I can confidently use a range of sentence openers to create variety and effect.</p> <p>I can name the four key word classes.</p> <p>I can confidently use a range of adjectives and adverbs to describe and specify.</p> <p>I can identify and use a range of verbs in different text types.</p> <p>I am learning to identify and use prepositions in my writing.</p> <p>I am learning to find and use different determiners.</p>

Year 3	Step 10	Step 11	Step 12	End of Year Expectations
Punctuation	<p>I am learning to identify direct speech; sometimes I use inverted commas to show speech.</p> <p>I can use capital letters and full stops to demarcate most sentences. I confidently use commas in a list. I am learning about using a comma to mark a pause.</p> <p>I use an apostrophe to mark many contractions in my writing.</p> <p>I use an apostrophe to show singular possession e.g. Joe's bag.</p> <p>I try to remember the punctuation rules I have been taught when the teacher dictates to us.</p>	<p>I can identify and use inverted commas mostly correctly to show direct speech. I am confident to demarcate sentences with a capital letter and appropriate mark at the end.</p> <p>I am beginning to use a comma to mark a pause in a sentence e.g. When the storm raged, the little boat was in trouble.</p> <p>I routinely use an apostrophe for contractions.</p> <p>I am learning to use an apostrophe for both singular and plural possession e.g. the dog's kennel; the dogs' owners.</p> <p>I practise and sometimes apply the punctuation rules I have been learning to sentences dictated by the teacher.</p>	<p>I am learning to punctuate direct speech accurately in my writing, including all associated punctuation marks.</p> <p>I am gaining confidence to use commas to mark a pause in a sentence of two or more clauses, to make the meaning clear.</p> <p>I can use an apostrophe to spell most contractions when I write.</p> <p>I can use an apostrophe for possession with singular and plural nouns, though not always accurately.</p> <p>My dictations show that I can apply the punctuation rules I know.</p> <p>I can usually understand the words 'omit; omission', possess; possession' in relation to the use of apostrophes.</p>	<p>I can use inverted commas to punctuate direct speech.</p> <p>I am learning to use a comma to mark a pause in a sentence e.g. for clarity.</p> <p>I can use apostrophes accurately when spelling contractions</p> <p>I can use apostrophes for possession with singular and plural nouns.</p> <p>I can apply the punctuation rules I have been learning to sentences dictated by the teacher.</p>

Year 4	Step 13	Step 14	Step 15	End of Year Expectations
Spelling	<p>I can find the root word and the prefix or suffix if there is one. I am learning what these mean and how to add them e.g. -ation added to verbs to form nouns =information/adoration.</p> <p>I spell a set of homophones [POS 3-4] and use these correctly in my writing e.g. heel/heal, groan/grown.</p> <p>I spell a growing set of words that are often misspelt [POS statutory list 3-4] and other similar words e.g. answer, build, centre, different, difficult, probably, question, surprise. (Apostrophe: see Punctuation)</p> <p>With occasional guidance, I use a dictionary to look up words, sometimes using the second or third letter.</p> <p>I write simple dictated sentences from memory; I can apply some of the new spellings and punctuation rules we have been learning.</p> <p>We are learning to find different ways to tackle new spellings. I sometimes show that I independently know how to break up the word into its different parts: e.g. root/prefix/affix.</p> <p>I understand the rules to form plural nouns.</p>	<p>My writing shows that I am learning to spell a growing range of words using prefixes and suffixes e.g. auto/automatic, -y/happily, -tion/invention, -ian/musician.</p> <p>I spell many homophones [POS 3-4] and know what they mean e.g. weather/whether, reign/rein/rain.</p> <p>I spell many words that are often misspelt [POS statutory list 3-4] and other similar words e.g. believe, complete, medicine, possible. (Apostrophe: see Punctuation)</p> <p>I can use the first two or three letters of word to check its spelling in a dictionary.</p> <p>I write from memory simple sentences dictated by the teacher; I mostly apply the spelling and punctuation rules I have been taught.</p> <p>I am building my bank of strategies to help me spell new words; I routinely look for roots and prefixes or suffixes to help me. I know a few mnemonics to help with difficult words.</p>	<p>I can use further prefixes and suffixes, and understand how to add them e.g. mis-, in-, im/immature,, anti-/anti-clockwise, -ly/angrily, -sion/division, -ous/poisonous, -ssion/permission.</p> <p>I spell further homophones and know what each spelling means e.g. mail/male, knot/not, missed/mist.</p> <p>I spell most words that are often misspelt [POS statutory list Y3-4] and other similar words e.g. address, disappear, material, particular. (Apostrophe: see Punctuation)</p> <p>I can use a dictionary confidently to look up words for their spelling and meaning.</p> <p>I write from memory sentences dictated by the teacher; I can independently apply the Y4 spelling and wider range of punctuation rules I have been taught.</p> <p>I use a range of strategies to help me spell new, challenging words, including my understanding of the structure of words: root/prefix/suffix/ or past tense/ plural endings. I sometimes use a mnemonic to help me with a difficult word.</p>	<p>can use further prefixes and suffixes and understand how to add them [Appendix 1 Y3-4].</p> <p>I spell further homophones.</p> <p>I spell words that are often misspelt (Appendix 1 Y3-4).</p> <p>I can place the possessive apostrophe accurately in words with regular plurals and words with irregular plurals e.g. children's.</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>I write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.</p> <p>I can learn to spell new words correctly and have plenty of practice in spelling them.</p> <p>I can use my knowledge of how words are structured (root +affix) to help me spell new words.</p>

Year 4	Step 13	Step 14	Step 15	End of Year Expectations
Handwriting	<p>My writing is gaining fluency and shows that I often join letters, according to the school's handwriting policy.</p> <p>I am able to write letters which are even in size and direction, both lower case and capital letters.</p> <p>I can check that lines of writing are spaced out well. I discuss handwriting and presentation in specific ways.</p> <p>I usually remember to use the margin correctly.</p>	<p>I use joined writing in most of my independent writing; I understand which letters are best left un-joined.</p> <p>I can write letters which are even in size and direction, both lower case and capital letters.</p> <p>I can check on the consistency of my handwriting e.g. ensuring that the downstrokes of letters are parallel and equidistant.</p> <p>I take pride in my handwriting and aim to use the page correctly.</p>	<p>I can use the diagonal / horizontal strokes needed to join letters, and understand which letters are best left unjoined. I use joined writing throughout my independent writing, according to the school's handwriting policy.</p> <p>My writing is consistently legible and even in size; downstrokes are parallel and equidistant.</p> <p>My writing is spaced well, so that one line does not overlap another. I take pride in my handwriting and the general presentation of my work.</p>	<p>I can use the diagonal and horizontal strokes needed to join letters and I understand which adjacent letters are better left unjoined.</p> <p>I join my writing throughout my work. My writing is consistently legible and even in size; downstrokes are parallel and equidistant.</p> <p>My writing is spaced sufficiently so that the ascenders and descenders do not touch.</p>

Year 4	Step 13	Step 14	Step 15	End of Year Expectations
Composition	<p>I can talk about some different genres of writing, identifying with guidance their structure, vocabulary and grammar.</p> <p>I can discuss and record my ideas in meaningful ways.</p> <p>I can compose and rehearse sentences orally, gradually building a more varied and interesting vocabulary; I begin my sentences in varied ways.</p> <p>I am beginning to organise my writing in paragraphs around a theme, sometimes successfully.</p> <p>I can use some features of non- narrative texts e.g. title, subheading, text box and know some aspects of structure.</p> <p>My stories include settings, characters and plot in narrative writing; usually I focus on one or two of these.</p> <p>I can evaluate what I have written with the teacher and other pupils, and sometimes edit my work to make improvements. I read loud to monitor whether my writing makes sense.</p> <p>I am developing my skills in proof-reading, and show that I can identify and correct spelling, grammar or punctuation errors, particularly if pointed in the right direction by the teacher.</p> <p>I can write some texts – either fiction or non-fiction – for different purposes. I know who the audience is; I know the purpose of my writing.</p>	<p>I can discuss the genre of writing which I am planning to write, identifying its structure, vocabulary and grammar.</p> <p>I can discuss my ideas with others; I record them either in notes or in full, according to the task.</p> <p>I can compose and rehearse sentences orally, and am improving my use of dialogue so that it sounds different from ‘story telling’. The lengths of my sentences vary.</p> <p>I can use paragraphs as a way to group related material.</p> <p>I am gaining confidence to apply what I know about the features of non-fiction texts to my own work.</p> <p>I can write a sequential plot, which builds through its problem to a resolution for its characters. My settings are descriptive.</p> <p>I am learning to be more specific in my evaluations of my own and others’ writing, rather than making general or vague comments.</p> <p>I read my writing aloud to others, aiming to use the right expression to make the meaning clear; I try to project my voice clearly too.</p> <p>I regularly proof-read my work, and am able to check for errors in spelling, punctuation and grammar with some independence.</p> <p>My writing across the curriculum shows that I experience writing for different purposes; I can change the language and vocabulary I use for different audiences.</p>	<p>I can discuss and apply the genre of writing I am planning to write, learning from its structure, vocabulary and grammar.</p> <p>I can discuss and record my ideas effectively, sometimes in independent ways.</p> <p>I can compose and rehearse sentences orally (including dialogue), gradually building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>I can organise my writing in paragraphs around a theme.</p> <p>I can use and apply the features and simple organisational devices of non-narrative material.</p> <p>I can independently create settings, characters and plot in narrative writing, shaping an effective and balanced story.</p> <p>I can assess the effectiveness of my own and others’ writing.</p> <p>I can read my writing aloud to a group or class, using appropriate intonation, tone and volume to make the meaning clear.</p> <p>I can proof-read my work to check for spelling, grammar and punctuation errors.</p> <p>My writing across the curriculum shows that I can write appropriately for a range of purposes and audiences e.g. I can write an explanation, a story or a description.</p>	<p>-I can discuss writing similar to that which I am planning in order to understand and learn from its structure, vocabulary and grammar.</p> <p>I can discuss and record my ideas.</p> <p>I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>I can organise my writing in paragraphs around a theme.</p> <p>I can use the features and simple organisational devices of non- narrative material.</p> <p>I can create settings, characters and plot in narrative writing.</p> <p>I can assess the effectiveness of my own and others’ writing.</p> <p>I can read aloud my own writing, to a group or class, using appropriate intonation, tone and volume to make the meaning clear.</p> <p>I can proof-read my work to check for spelling, grammar and punctuation errors.</p> <p>I can write in a variety of genre, writing for a range of real purposes and audiences as part of work across the curriculum e.g. an explanation, narrative or description.</p>

Year 4	Step 13	Step 14	Step 15	End of Year Expectations
<p>Vocabulary & Grammar</p>	<p>I can sometimes identify and use the present perfect form of verbs correctly in my spoken and written English. I understand the term 'pronoun' and can find them in the text. Usually I use them correctly. I can use a range of conjunctions to make my writing flow, and to show the passing of time. I can usually identify the main and subordinate clause in a sentence, particularly when working with others. I can write, from memory, sentences dictated by the teacher; provided that I understand the meaning, I can add punctuation by myself, with some guidance about commas. I am learning to find adverbials in the text. I practise using some myself. I am using a range of nouns and can describe nouns in more detail by adding adjectives. With others, I discuss correct and incorrect use of standard English e.g. I did/I done; We were; We was. I am becoming familiar with using a thesaurus to expand vocabulary. I work with others to generate new words.</p>	<p>I can explain what the present perfect form of verbs means, and I can sometimes use it correctly in contrast to the past tense. I can use the right pronoun e.g. he/she/it/they to avoid repeating the noun. I can express time, place and cause using conjunctions; I know that some are adverbs e.g. then, next, and some are prepositions (relations of time) e.g. before, after, during. I can identify the main and subordinate clause in a sentence by myself. I am learning to adjust the position of the sub-clause. I can write, from memory, sentences dictated by the teacher; I apply the punctuation correctly, including inverted commas for dialogue. I am beginning to use fronted adverbials in my own writing, to make the text flow. I can choose specific nouns and create noun phrases depending on the purpose of my writing. I read and talk about texts which use non-standard and standard English forms; I am learning to identify 'errors' and to spot them in my own or others' writing, or in texts e.g. dialogue. I know how to use a thesaurus to grow the bank of words I know and use.</p>	<p>I can correctly use the present perfect tense in contrast to the past tense in my writing. I use pronouns appropriately and accurately in my work, to avoid repetition and ambiguity. I can express time, place and cause using a range of conjunctions which could be adverbs or prepositions. I can independently identify the main and subordinate clause in most sentences. I use my knowledge to vary my sentences. I can write, from memory, sentences dictated by an adult; I apply the correct punctuation. I can identify, use and punctuate fronted adverbials I can confidently add information to nouns by writing expanded noun phrases; sometimes these include prepositions e.g. the sleek puma on the ledge. I can use standard English forms regularly in my spoken and written English. I am learning to show the difference between standard and non-standard forms, e.g. when I write dialogue in a story. I regularly use a thesaurus to provide me with similar words and synonyms for my writing.</p>	<p>I can use the present perfect form of verbs in contrast to the past tense. I can use pronouns appropriately to avoid ambiguity or repeating the noun. I can extend my range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. I can identify the main and subordinate clause in a sentence. I can write, from memory, sentences dictated by a teacher with the correct punctuation. I identify and use a fronted adverbial. I use specific nouns and noun phrases to add detail and precision. I can use standard English forms to make the subject and verb agree e.g. We were; I did. I am beginning to apply what I have learned about the difference between standard and non-standard forms e.g. in dialogue. I regularly use a thesaurus to provide me with similar words and synonyms.</p>

Year 4	Step 13	Step 14	Step 15	End of Year Expectations
Punctuation	<p>I am learning to punctuate direct speech accurately in my writing, including associated punctuation marks.</p> <p>I am learning to identify adverbials, and that sometimes these begin the sentence; where this occurs, I learn that a comma helps the meaning to be clear.</p> <p>During shared and guided work, I am learning about how commas clarify meaning; I sometimes use a comma independently to separate two clauses, in order to express myself clearly.</p> <p>I can use an apostrophe for possession with singular and plural nouns, though not always accurately.</p> <p>I can use an apostrophe to spell most contractions correctly when I write.</p>	<p>can use and punctuate speech in most of my writing, using inverted commas. I use other punctuation necessary, sometimes independently.</p> <p>I practise using commas after fronted adverbials.</p> <p>I practise using a comma to mark a pause during dictations; my writing shows that I can apply commas in this way sometimes.</p> <p>I can indicate possession by using the possessive apostrophe with plural nouns.</p> <p>I can compare the apostrophe for omission with the apostrophe for possession</p> <p>I can explain and demonstrate the difference between plural and possessive -s.</p>	<p>I can regularly use inverted commas and other punctuation to indicate direct speech (including the comma, and 'end punctuation' within inverted commas) e.g. "The conductor shouted, "Sit down!"</p> <p>I can use commas after fronted adverbials.</p> <p>I regularly and accurately use a comma to mark a pause in sentences of two or more clauses.</p> <p>I can indicate possession by using the apostrophe with singular and plural nouns, including irregular nouns e.g. men's match; children's school.</p> <p>I independently and regularly use the apostrophe for a range of contractions.</p>	<p>I can use and punctuate direct speech.</p> <p>I can use commas after fronted adverbials.</p> <p>I can use a comma to mark a pause in a sentence of two or more clauses.</p> <p>I can indicate possession by using the possessive apostrophe with singular and plural nouns, including irregular nouns e.g. children's.</p> <p>I can explain and demonstrate the difference between plural and possessive -s.</p> <p>I can indicate omission by using the apostrophe e.g. in contractions.</p>

Year 5	Step 16	Step 17	Step 18	End of Year Expectations
Spelling	<p>I am learning to recognise the root word, prefix and suffix, when they can be found; I know how to apply some accurately to spell words e.g. -cious, -cial.</p> <p>In our class or group, we find words with 'silent' letters and know what they mean.</p> <p>I am learning to distinguish between homophones and other words which are often confused (Appendix 1 Yr 5-6).</p> <p>I spell accurately most words that are often misspelt (Yr 3-4) and am beginning to learn some from the Yr 5-6 list and other similar words.</p> <p>I use a dictionary with reasonable confidence, knowing how to locate the word by using the first three letters.</p> <p>In our class or group, we practise using a thesaurus to find other synonyms.</p> <p>With revision and guidance, I proof-read my writing in order to identify spelling errors.</p>	<p>I am becoming more accurate in adding prefixes and suffixes to root words, and spelling them correctly.</p> <p>I know and write a range of words with 'silent' letters e.g. lamb, island.</p> <p>I know the meaning of some homophones and can apply the correct spelling in my writing.</p> <p>I explore the etymology behind some words from different cultures or countries.</p> <p>I can spell some words on the Year 5/6 list.</p> <p>I spell some words with 'ough'.</p> <p>I regularly use a dictionary to check the spelling and meaning of words.</p> <p>I use a thesaurus to find other words of similar meaning, and check spellings as I go.</p> <p>I am usually able to locate spelling errors when I proof-read my writing.</p>	<p>I can use a range of further prefixes and suffixes, and understand how to add them e.g. -cious, -cial, -ant, -ence, -ancy.</p> <p>I spell some words with 'silent' letters e.g. knight, solemn.</p> <p>I spell some homophones from the Yr 5/6 Spelling Appendix.</p> <p>I understand the meaning of some prefixes and suffixes, and how they alter the meaning of the root word;</p> <p>I know the etymology of some words I am learning to spell.</p> <p>I correctly spell a set of words on the Year 5/6 list.</p> <p>I use the hyphen to join a prefix to a root e.g. re-enter.</p> <p>I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>I can use a thesaurus to define words and collect a variety of words to support writing.</p> <p>I routinely proof-read my work independently for spelling errors.</p>	<p>I can use further prefixes and suffixes and understand the guidance for adding them. (English Appendix1 Yr 5-6)</p> <p>I spell some words with 'silent' letters (e.g. knight, psalm, solemn).</p> <p>I can distinguish between homophones and other words which are often confused.</p> <p>I use my knowledge of morphology and etymology, and understand that some words need to be learned specifically (English Appendix 1 Yr 5-6).</p> <p>I know how to use a hyphen to create some verb prefixes.</p> <p>I use a dictionary to check the spelling and meaning of words; I use the first three or four letters of the word.</p> <p>I use a thesaurus.</p> <p>I can proof-read for spelling errors.</p>
Handwriting	<p>I revise our school expectations about handwriting and presentation. For example:</p> <p>my writing is consistently legible and even in size; downstrokes are parallel and equidistant</p> <p>my writing is spaced well, so that one line does not overlap another. I take pride in my handwriting and the general presentation of my work.</p>	<p>I can write legibly and fluently with increasing speed.</p> <p>I practise using different types of writing for different purposes e.g. labelling a diagram; artistic headings etc.</p>	<p>I can write legibly and fluently with increasing speed.</p> <p>I make my own choices about appropriate lettering, and whether or not to join specific letters.</p> <p>I choose the best writing implement for the task.</p>	<p>I can write legibly, fluently and with increasing speed.</p> <p>I choose which shape of a letter to use when given choices, and decide whether or not to join specific letters.</p> <p>I choose the best writing implement for the task.</p>

<p>Composition</p>	<p>I can talk with others about audience and purpose in order to help me select the appropriate grammar and vocabulary.</p> <p>Together, we read and talk about similar writing models.</p> <p>I am beginning to draft and write by looking at how other writers achieve characters and setting, e.g. how they interweave these through the story; the vocabulary used.</p> <p>In narratives I can describe setting and characters, and am beginning to include dialogue. We talk about what 'atmosphere' means.</p> <p>In shared reading, we discuss the theme or message; I can make general comments about a text or passage as a whole. I can make key notes about a text.</p> <p>I make independent attempts to introduce new paragraphs or sentences in ways which help my ideas to follow sequentially.</p> <p>I practise different ways to present a non-fiction text, in order to make my writing clear for the reader e.g. headings, bullet points.</p> <p>I work to edit and redraft small sections of my writing, in order to make improvements. Sometimes I need guidance to be effective.</p> <p>I read my own writing aloud, using the right expression to make the meaning clear.</p>	<p>I identify the audience and purpose of a growing range of fiction and non-fiction texts, growing more confident to label the genre, and know its main features.</p> <p>I can identify similarities and differences between my writing and other similar models.</p> <p>I am beginning to develop ideas for writing, drawing on reading and research from secondary resources.</p> <p>I discuss dialogue in texts, and talk about the way it indicates character or mood. I practise conveying this in my own writing.</p> <p>I am learning to create abridged notes about a passage of text.</p> <p>I am beginning to understand the term 'cohesive device'; I regularly use adverbials, especially those relating to time. I am beginning also to use devices which help me write a balanced argument.</p> <p>I vary the ways I organise my writing e.g. letter / explanation / report, in order to clarify meaning.</p> <p>I am familiar with the planning, drafting, writing and editing process; sometimes I work others to achieve this.</p> <p>When discussing my /others' writing, I can explain why something works well.</p> <p>I am working to project my voice when I read my writing aloud, in order to inform the audience clearly.</p> <p>I am beginning to check for correct subject and verb agreement.</p>	<p>I am clear about the audience and purpose of each piece of my writing. Sometimes I can choose my own genre in which to present my ideas.</p> <p>I can use some ideas from authors I have read, listened to, or seen performed . Sometimes I am able to use their features and/ or their language.</p> <p>I discuss and apply how authors develop their characters and settings. I am growing able to add atmosphere to my settings.</p> <p>I am learning to balance dialogue with narrative; I can sometimes move the story forward and show character, through what they say.</p> <p>I can sometimes précis longer passages.</p> <p>I use cohesive devices such as adverbials or selecting pronouns, in order to make my writing flow well. I can do this across a range of different text types.</p> <p>I can use and apply organisational and presentational devices to structure my text and guide the reader.</p> <p>I can, with peer support, evaluate and edit by assessing the effectiveness of my own and others' writing.</p> <p>I can usually propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I can perform my own composition using appropriate intonation, volume or movement so that meaning is clear.</p>	<p>I can identify the audience for and purpose of my writing, selecting appropriate form.</p> <p>I can use other similar writing as models for my own.</p> <p>When planning my writing, I can consider how authors have developed characters and settings.</p> <p>I can describe settings, character and atmosphere.</p> <p>I am learning to integrate dialogue to convey character and advance the action.</p> <p>I am learning to précis a passage of text.</p> <p>I use devices to build cohesion from paragraph to paragraph e.g. adverbials.</p> <p>I can use organisational and presentational devices to structure text and guide the reader e.g. headings, bullet points.</p> <p>I can plan, draft, write and edit my own writing.</p> <p>I can think about and discuss the effectiveness of my own and others' writing, proposing changes.</p> <p>I can perform my own composition using appropriate intonation, volume or movement so that meaning is clear.</p>
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Year 5	Step 16	Step 17	Step 18	End of Year Expectations
<p>Vocabulary & Grammar</p>	<p>I collect banks of appropriate words for the piece I am writing.</p> <p>I am beginning to understand how the passive voice affects the presentation of information.</p> <p>I practise writing sentences using a range of conjunctions to link clauses together.</p> <p>I revise the word 'conjunction'.</p> <p>I revise the four word classes and am learning to identify them within quite challenging contexts or sentences.</p> <p>I am learning to identify modal verbs in texts; I use them in my writing too.</p> <p>I am familiar with adding adjectives to nouns to create expanded noun phrases; I am learning to identify these, and to explain how they convey precise information.</p> <p>I am beginning to identify the difference between formal and informal speech structures.</p> <p>i revise the present and past tense, including the present perfect e.g. I have found / She has won. I revise progressive verb forms e.g. He was taking; They are bowling.</p> <p>I am aware of the need to make the subject and verb agree e.g. I did; We did; They were; We were. When prompted, I correct any errors.</p> <p>During shared reading, we identify and talk about powerful verbs and the effect they create on the text. I collect verbs to use in my writing.</p> <p>I also collect banks of words and phrases I like, either by myself or as a class, to use in my own sentences.</p>	<p>According to the genre I am writing, I aim to choose the right kind of words and language. I make sure my sentences make sense.</p> <p>I can sometimes demonstrate how to use the passive voice to affect the presentation of a sentence.</p> <p>I am beginning to learn about the term 'relative clause' and to identify them in sentences.</p> <p>I understand that adding certain suffixes can change the class of a word e.g. -ate, -ise.</p> <p>I can understand and identify both adverbs and modal verbs which indicate degrees of possibility.</p> <p>I show many examples of expanded noun phrases in my writing, particularly through descriptive detail.</p> <p>I can sometimes write appropriate sentences using formal and informal speech.</p> <p>I can usually use the correct tense throughout a piece of writing; I am gaining confidence to identify the present and past perfect tense, and sometimes to use these.</p> <p>I usually check that my subject/verb agreement is accurate.</p> <p>I am working to select powerful verbs, particularly through my narrative writing or poetry. I am collecting appropriate verbs to use in information texts.</p> <p>My writing shows some independent word selection, which has impact on the reader.</p>	<p>I can select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.</p> <p>I can often use the passive voice accurately in my work.</p> <p>I can accurately identify and write some relative clauses beginning with who, which, where, when, whose, that, or with an omitted pronoun; I understand what a relative pronoun is.</p> <p>I am gaining confidence to identify more challenging word classes e.g. how to convert an adjective such as intense into a verb e.g. intensify</p> <p>I can indicate degrees of possibility using a range of adverbs and modal verbs; I insert these words in a natural way, to make my writing flow.</p> <p>I am learning to broaden my range of expanded noun phrases for effect, to include information beyond description e.g. prepositions.</p> <p>I can often select appropriate formal or informal speech dependent on genre or audience.</p> <p>I check that I have been consistent with tense through my writing. I adapt where necessary.</p> <p>I regularly check and ensure correct subject/verb agreement so that my writing conforms to standard English.</p> <p>My writing shows that I choose effective verbs in my independent writing, which clearly express how an action is done.</p> <p>I use and appropriately apply a growing range of rich vocabulary, which makes my writing specific and effective.</p>	<p>I can select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.</p> <p>I am learning how to identify and use the passive voice, to affect the presentation of information.</p> <p>I can use some relative clauses beginning with who, which, where, when, whose, that or with an omitted pronoun; I understand what a relative pronoun is.</p> <p>I know how to convert some nouns or adjectives into verbs using a suffix e.g. -ate, -ise, -ify.</p> <p>I can indicate degrees of possibility using adverbs (perhaps) or modal verbs (might), mostly successfully.</p> <p>I can use expanded noun phrases to convey information precisely.</p> <p>I can distinguish between the language of speech and writing, sometimes choosing the appropriate register; I recognise the vocabulary and structures appropriate for formal speech and writing.</p> <p>I can ensure the consistent and correct use of tense through a piece of writing.</p> <p>I can ensure correct subject/verb agreement.</p> <p>I can select and use powerful verbs which specify clearly how an action is done.</p> <p>I am accumulating a broad, rich vocabulary to assist the precision of my writing.</p>

Year 5	Step 16	Step 17	Step 18	End of Year Expectations
Punctuation	<p>I am learning to identify sentences which include a parenthesis (or embedded clause). We talk about how they are punctuated; our teacher models this for us.</p> <p>My writing shows that at times I am able to use a comma correctly, to separate clauses and make the meaning clear.</p> <p>I can identify colons within a text and explain how it is used. Our teacher models how to use a colon, and we practise together and on our own.</p> <p>During shared reading experiences, we discuss how punctuation marks are used to create pauses.</p> <p>We discuss different ways non-fiction material is presented.</p> <p>I revise the punctuation rules for direct speech. I also practise setting out dialogue on a new line for each speaker.</p> <p>With revision and guidance, I proof-read my writing in order to locate and correct punctuation errors.</p>	<p>I can identify a pair of commas, brackets or dashes within a text and explain how they are used. I am practising punctuating parentheses myself.</p> <p>I am gaining confidence to use commas appropriately in order to separate clauses and make the meaning clear.</p> <p>I show that I can use colons before a list; I am also learning to use a colon before speech, where appropriate.</p> <p>I am learning to identify and practise using a range of further punctuation marks; I know how they are used.</p> <p>I know when bullet points are used and why.</p> <p>I have more opportunities to practise punctuation of dialogue through narrative writing. I am familiar with setting it out with a new line for each speaker.</p> <p>I am usually able to locate punctuation errors when I proof-read my own writing. I also practise this through mini dictations.</p>	<p>I am able to use at least one way of punctuating a parenthesis correctly.</p> <p>I can independently use commas to make the meaning clear, although not completely reliably.</p> <p>I can independently and routinely use colons before a list or before speech.</p> <p>I sometimes apply a range of punctuation marks, which may include those which mark boundaries between independent clauses e.g. semi-colons, colons and dashes.</p> <p>I am learning to punctuate bullet points consistently.</p> <p>-I can punctuate dialogue accurately, including inverted commas and associated punctuation.</p> <p>I routinely and independently proof-read my writing for punctuation errors, which I correct by myself.</p>	<p>When writing a parenthesis, I can use commas, brackets or dashes to clarify meaning.</p> <p>I can use commas to avoid ambiguity and to separate clauses in order to make the meaning clear.</p> <p>I can use colons before a list (e.g. of ingredients in baking) or before speech.</p> <p>I am learning to use semi-colons, colons and dashes appropriately.</p> <p>I am learning to punctuate bullet points consistently.</p> <p>I can punctuate dialogue accurately.</p> <p>I can proof-read for errors in punctuation, and make amendments.</p>

Year 6	Step 19	Step 29	Step 21	End of Year Expectations
Spelling	<p>I can use a range of further prefixes and suffixes, and understand how to add them e.g. -ible, -able, -ibly, -ably.</p> <p>I spell further words with 'silent' letters e.g. doubt, thistle.</p> <p>I spell further homophones from the Yr 5/6 Spelling Appendix e.g. steel/steal; morning;mourning.</p> <p>I understand the meaning of some prefixes and suffixes, and how they alter the meaning of the root word.</p> <p>I know the etymology of further words I am learning to spell.</p> <p>I correctly spell some words on the Year 5/6 list, and other similar words.</p> <p>I use the hyphen to join a prefix to a root e.g. re-enter, co-ordinate.</p> <p>I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>I use a thesaurus to identify the meaning and spelling of words.</p> <p>I routinely proof-read my work for spelling errors, as part of regular practice; we practise editing examples with deliberate errors.</p>	<p>I accurately add prefixes and suffixes to root words, and spelling them correctly e.g. refer, referred.</p> <p>I know and apply a range of words with 'silent' letters.</p> <p>I know the meaning of many homophones and can apply the correct spelling in my writing e.g. past/passed.</p> <p>I explore the etymology behind a range of words from different cultures or countries.</p> <p>I can spell many words on the Year 5/6 list, and other similar words.</p> <p>I spell a varied range of words with 'ough' e.g.rough, althgouh, through.</p> <p>I can use a dictionary independently to check the spelling and meaning of words.</p> <p>I use a thesaurus to find other words of similar meaning, and check spellings as I go.</p> <p>I regularly show that I am confident to locate spelling errors when I proof-read my writing.</p>	<p>I add most of the prefixes and suffixes for Yr 5-6 correctly e.g. ence, able, ibly, ious, ous.</p> <p>My writing shows that I can spell some words with silent letters.</p> <p>I can distinguish between most homophones and other words which are often confused (Spelling Appendix Yr 5-6 e.g. wary/weary; who's/whose).</p> <p>I use my understanding of the structure (root/affix) and etymology of words to help me spell.</p> <p>I can spell most words on the Yr 5-6 list and other similar words. When I apply these in my writing, I spell most correctly.</p> <p>I spell most ough words correctly.</p> <p>I know how to use a hyphen to join a prefix to a range of root words, where necessary.</p> <p>I can use a dictionary independently and confidently.</p> <p>I use a thesaurus in order to broaden my vocabulary and the words I can spell.</p> <p>I can proof-read for spelling errors, and apply this habit as part of my independent practice.</p>	<p>I can use further prefixes and suffixes and understand the guidance for adding them. (English Appendix1 Yr 5-6)</p> <p>I spell some words with 'silent' letters (e.g. knight, psalm, solemn).</p> <p>I can distinguish between homophones and other words which are often confused.</p> <p>I use my knowledge of morphology and etymology to spell; I spell most words correctly (English Appendix 1 Yr 5-6).</p> <p>I spell words containing the letter string ough.</p> <p>I know how to use a hyphen to create some verb prefixes.</p> <p>I use the first three or four letters of a word to check spelling and meaning in a dictionary, independently and confidently.</p> <p>I use a thesaurus.</p> <p>I can proof-read for spelling errors.</p> <p>I can use a range of strategies to support accurate spelling in my writing.</p>
Handwriting	<p>I can write legibly and fluently.</p> <p>I revise these aspects of handwriting: consistently legible and even in size; downstrokes are parallel and equidistant; spaced well, so that one line does not overlap another.</p> <p>I take pride in my handwriting and the general presentation of my work.</p>	<p>I can write legibly, fluently and with increasing speed.</p> <p>I practise using different types of writing for different purposes e.g. annotating non-fiction; mimicking Victorian writing; labelling etc.</p> <p>I sustain pride in the presentation of my work.</p>	<p>I can mostly write legibly, fluently and with increasing speed.</p> <p>I can choose an appropriate handwriting style for a particular task.</p> <p>I choose the best writing implement for the task.</p>	<p>I maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p> <p>I can choose which shape of a letter to use when given choices, and decide whether or not to join specific letters.</p> <p>I choose the best writing implement for the task.</p>

Year 6	Step 19	Step 29	Step 21	End of Year Expectations
Composition	<p>I understand the audience and purpose of each piece of my writing. Sometimes I choose the genre in which to present my ideas.</p> <p>I use some ideas from authors I have read, listened to, or seen performed . I use some of their features and language.</p> <p>I can draft and write by looking at how other writers achieve characters and setting.</p> <p>I identify atmosphere in a text we share, and discuss how vocabulary and language contribute to this.</p> <p>I can interject dialogue in passages of story-telling; I aim to show the action through what characters say, and to avoid meaningless ‘chat’.</p> <p>I practise and revise making notes which select the main theme or message of a text.</p> <p>I use cohesive devices such as adverbials or selecting pronouns, in order to make my writing flow well.</p> <p>I revise and practise applying organisational and presentation devices to structure a non-fiction text.</p> <p>I can, with peer support, evaluate and edit the effectiveness of my own and others’ writing. I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I read my own writing aloud to myself or others, using the right expression and tone, to make the meaning clear.</p>	<p>I identify the audience and purpose of a growing range of fiction and non-fiction texts; I can identify the genre and know its features and conventions.</p> <p>I can draw comparisons between my writing and other similar models.</p> <p>When planning my writing, I can consider how authors develop their characters and settings.</p> <p>I practise creating an atmosphere in my narrative writing through the words and phrases I choose.</p> <p>I can balance dialogue better with story-telling; my characters show their personality and mood through their dialogue.</p> <p>I am growing in confidence to make an appropriate oral and/or written summary.</p> <p>I regularly and independently use cohesive devices, e.g. adverbials, to link sentences and paragraphs.</p> <p>I vary the ways I organise and present different genres of writing e.g. news report/ non-chron’report / formal letter in order to clarify meaning.</p> <p>I am familiar and confident with the planning, drafting, writing and editing process, which is evident through my work.</p> <p>I regularly work with others to discuss and suggest changes which will enhance our work. I often apply these improvements without prompting.</p> <p>I can project my voice when I read my writing aloud, in order to inform and entertain the audience.</p> <p>I am beginning to check for correct subject and verb agreement.</p>	<p>I confidently and independently identify the audience and purpose of my writing; I select forms appropriately.</p> <p>I can use, select from, and apply other similar writing as models for my own.</p> <p>When planning narrative writing, I explain the range of techniques contrasting authors have used to develop character and setting.</p> <p>I can create a range of atmospheres in my settings e.g. scary, humorous, adventurous.</p> <p>I can integrate dialogue through narrative writing, alternating dialogue and narrative, to convey character and advance the action.</p> <p>I can précis longer passages and whole texts.</p> <p>I appropriately apply a range of cohesive devices, including adverbials, within and across sentences and paragraphs.</p> <p>I can use and apply organisational and presentational devices to structure a varied range of texts, to guide the reader.</p> <p>I can plan, draft, write and edit my own writing, consistently and effectively.</p> <p>When editing my work, I consistently and independently use my self-evaluation (and that of others) to make meaningful improvements.</p> <p>I can perform my own composition using appropriate intonation, volume or movement so that meaning is clear.</p>	<p>I can identify the audience for and purpose of my writing, selecting appropriate form.</p> <p>I can use other similar writing as models for my own.</p> <p>When planning my writing, I can consider how authors have developed characters and settings.</p> <p>I can describe settings, character and can create atmosphere.</p> <p>I can integrate dialogue to convey character and advance the action.</p> <p>I can précis a passage of text.</p> <p>I use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.</p> <p>I can use organisational and presentational devices to structure text and guide the reader e.g. headings, bullet points.</p> <p>I can plan, draft, write and edit my own writing.</p> <p>I can think about and discuss the effectiveness of my own and others’ writing, proposing changes.</p> <p>I can perform my own composition using appropriate intonation, volume or movement so that meaning is clear.</p>

Year 6	Step 19	Step 29	Step 21	End of Year Expectations
<p>Vocabulary & Grammar</p>	<p>I discuss the different registers of speech and written language. I collect banks of appropriate words and phrases which suit formal and informal writing, for different purposes.</p> <p>I revise identification of the passive and active voice in texts.</p> <p>I write a range of clause structures, and sentences of varying length.</p> <p>I can accurately identify and write some relative clauses beginning with who, which, where, when, whose, that; I know what a relative pronoun is.</p> <p>I revise a range of word classes, including prepositions and pronouns, and can locate them within challenging contexts or sentences.</p> <p>I can indicate degrees of possibility using a range of adverbs and modal verbs; I insert these words in a natural way, to make my writing flow.</p> <p>I often write expanded noun phrases to convey information. I revise locating and writing preposition phrases. I try to choose the precise words which convey what I want to say.</p> <p>I am familiar with the terms synonym and antonym ; I can use a thesaurus to generate synonyms to use in my writing.</p> <p>I revise the different verb forms and identify them in texts. I sustain tense in my own writing.</p> <p>I revise correct subject/verb agreement; I learn how to avoid use of double negatives e.g. Don't nobody...</p>	<p>According to the genre, I sometimes independently select suitable words and language to reflect the level of formality.</p> <p>I am learning that some writing requires shifts of formality within the piece</p> <p>In shared reading, we mention the subjunctive form, when used.</p> <p>I include use of the passive voice in some of my writing.</p> <p>I am familiar with varying the position of clause structures within sentences, in order to interest the reader.</p> <p>I regularly include relative clauses in my range of sentence types.</p> <p>I understand that word class can change according to context.</p> <p>I can convert words of one class to another, by adding a suffix.</p> <p>I regularly practise locating and writing adverbs which indicate degrees of possibility. I use an expansive range of modal verbs.</p> <p>My writing across the curriculum shows that I am becoming more precise and specific in my choice of phrases, to add detail appropriately.</p> <p>I can confidently suggest a wide range of antonyms for given words.</p> <p>I routinely use the correct tense throughout a piece of writing, including the progressive and perfect forms.</p> <p>My use of subject/verb agreement is usually accurate; I revise correct use of 'I' or 'Me' in context;</p>	<p>I can select appropriate vocabulary and grammar that reflects the level of formality required, mostly correctly.</p> <p>I sometimes practise writing which requires shifts of formality within the piece.</p> <p>I am learning to recognise the subjunctive form.</p> <p>I can identify and use the passive voice accurately, in contrast to the active voice.</p> <p>I use a wide range of clause structures, sometimes varying their position within the sentence.</p> <p>I can identify more challenging word classes e.g. how to convert an adjective or noun into a verb e.g. initial/initialise; beauty/beautify.</p> <p>I can independently indicate degrees of possibility using adverbs e.g. certainly, possibly, or modal verbs, mostly successfully.</p> <p>I use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.</p> <p>I understand and can explain and identify synonyms and antonyms.</p> <p>I check that I have been consistent with tense through my writing. I adapt where necessary. I am learning to control shifts of tense.</p> <p>I regularly ensure correct subject/verb agreement so that my writing conforms to standard English.</p>	<p>I can select the vocabulary and grammatical structures that reflect the level of formality required, mostly correctly... including subjunctive forms.</p> <p>I use passive and modal verbs mostly appropriately; I can identify active and passive voice.</p> <p>I use a wide range of clause structures, sometimes varying their position within the sentence.</p> <p>I can use some relative clauses beginning with who, which, where, when, whose, that or with an omitted pronoun; I understand what a relative pronoun is.</p> <p>I know how to convert some nouns or adjectives into verbs using a suffix e.g. -ate, -ise, -ify.</p> <p>I can indicate degrees of possibility using adverbs (perhaps) or modal verbs (might), mostly successfully.</p> <p>I use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.</p> <p>I understand and can explain the terms synonym and antonym.</p> <p>I can ensure the consistent and correct use of tense through a piece of writing.</p> <p>I can ensure correct subject/verb agreement, and other features of standard English.</p>

Year 6	Step 19	Step 29	Step 21	End of Year Expectations
Punctuation	<p>I am familiar with locating a parenthesis (embedded clause) within a sentence; I include some in my own writing.</p> <p>I practise reading aloud sentences which have omitted the commas, in order to understand 'ambiguity'.</p> <p>I can independently and routinely use colons before a list or before speech.</p> <p>I talk about and sometimes apply different punctuation marks e.g. e.g. semi-colons, colons and dashes in a variety of ways e.g. to introduce a list; as a separator; or to mark the boundary between independent clauses.</p> <p>I know when bullet points are used and why.</p> <p>I revise the punctuation rules for direct speech, including setting out dialogue on a new line for each speaker.</p> <p>With occasional guidance, I proof-read my writing in order to locate and correct punctuation errors.</p>	<p>I further practise punctuating parentheses in a variety of ways, in both fiction and non-fiction contexts.</p> <p>I am usually confident to use commas for pauses, including after a fronted adverbial.</p> <p>I discuss and practise using ellipsis, either as a cliff hanger or to indicate a pause within speech. (Non statutory)</p> <p>I practise using hyphens to avoid ambiguity e.g. little-used car.</p> <p>I am growing more confident to use these punctuation marks in different ways: colons; semi-colons; dashes and hyphens.</p> <p>I select occasions to use bullet points, and check that I have used them consistently.</p> <p>I am mostly able to punctuate and organise dialogue correctly within different contexts e.g. stories, reports, letters.</p> <p>I am usually able to locate punctuation errors when I proof-read my own writing. I also practise this through mini dictations.</p>	<p>I am able to use at least one way of punctuating a parenthesis correctly.</p> <p>I can independently and regularly use commas to clarify meaning or avoid ambiguity.</p> <p>I make some correct use of semi-colons, dashes, colons and hyphens; this may include to mark boundaries between independent clauses.</p> <p>I can punctuate bullet points consistently.</p> <p>I can punctuate dialogue accurately, including associated punctuation.</p> <p>I routinely and independently proof-read and edit my own writing, making changes to improve my work.</p>	<p>When writing a parenthesis, I can use commas, brackets or dashes to clarify meaning.</p> <p>I can use commas to clarify meaning or avoid ambiguity.</p> <p>I can use colons to introduce a list (e.g. of ingredients in baking) or before speech.</p> <p>I make some correct use of semi-colons, dashes, colons and hyphens.</p> <p>I can punctuate bullet points consistently.</p> <p>I can punctuate dialogue accurately (as in Y3-4).</p> <p>I can proof-read for errors in punctuation, and make amendments.</p>