



Bottesford Juniors Writing Progression of Knowledge and Skills

Genres for Summative Assessments				
	Year 3	Year 4	Year 5	Year 6
Autumn	Instructions Letter (informal/recount) Information text Narrative (myths and legends) Setting description (bonfire night) Diamante poem Performance poetry (Christmas - class)	Instructions Letter (informal/recount) Information text Narrative (myths and legends) Setting description (bonfire night) Calligram poem Performance poetry (Christmas - class)	Instructions Letter (informal/recount) Information text Narrative (historical setting) Setting description (suspense/ghost story opener) Free verse poems Performance poetry (Christmas - class)	Information text Letter (informal/recount) Contrasting Trip Advisor Reviews (Trip) Narrative (historical setting) Narrative (adventure) Setting description (suspense/ghost story opener) Free verse poems Performance poetry (Christmas - class)
Spring	Persuasive leaflet/online article Diary entry (character recount) Comic strip Narrative (full story) Haiku poems	Persuasive leaflet/online article Diary entry (historical recount) Comic strip Narrative (full story) Limerick poems (AABBA)	Diary entry (character recount) Balanced argument (compare and contrast) Comic strip Narrative (flashback/flash forward) Narrative poem	Diary entry (historical recount) Balanced argument (compare and contrast) Comic strip Narrative (flashback/flash forward) Narrative poem
Summer	Non-chronological report Instructions Story opener/setting description Fables (Tinga Tinga) Clerihew poems (AABB)	Non-chronological report Instructions Story opener/setting description Fables (Tinga Tinga) Kenning poems	Biography/autobiography Letter (formal) Blog (recount) Story opener/setting description Poems from a different culture	Biography/autobiography Interview (spoken/oral) Blog (recount) Story opener/setting description Poems from a different culture

Spoken Language/Oracy & Listening				
Year 3	Year 4	Year 5	Year 6	National Curriculum
<u>Listening skills</u> Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. <u>Following instructions</u> Understand instructions with more than one point in a variety of situations. <u>Asking and answering questions</u> Ask questions that relate to what has been heard or what was presented to them. Begin to support their answers with justifiable reasoning. <u>Drama, performance and confidence</u> Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.	<u>Listening skills</u> Listen carefully in a range of different contexts and respond appropriately to both adults and their peers. <u>Following instructions</u> Follow complex directions/multi-step instructions without the need for repetition. <u>Asking and answering questions</u> Generate relevant questions to ask a specific speaker/audience in response to what has been said. Regularly offer answers that are supported with justifiable reasoning. <u>Drama, performance and confidence</u> Use intonation when reading aloud to emphasise	<u>Listening skills</u> Listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group. <u>Following instructions</u> Follow complex directions/multi-step instructions without the need for repetition. <u>Asking and answering questions</u> Ask questions which deepen conversations and/or further their knowledge. Understand how to answer questions that require more detailed answers and justification.	<u>Listening skills</u> Make improvements, based on constructive feedback, to their listening skills. <u>Following instructions</u> Follow complex directions/multi-step instructions without the need for repetition. <u>Asking and answering questions</u> Regularly ask relevant questions to extend their understanding and knowledge. Articulate and justify answers with confidence in a range of situations. <u>Drama, performance and confidence</u> Participate confidently in a range of different performances, roleplay exercises and improvisations	Pupils should be taught to: • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop



Speak regularly in front of large and small audiences. Participate in role play tasks, showing an understanding of characters by choosing appropriate words and phrases to indicate a person’s emotions. <u>Vocabulary building and standard English</u> Use vocabulary that is appropriate to the topic and/or the audience. Recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. Discuss topics that are unfamiliar to their own direct experience. <u>Speaking for a range of purposes</u> Organise what they want to say so that it has a clear purpose. Begin to give descriptions, recounts and narrative retellings with added details to engage listeners. <u>Participation in discussion</u> Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. Take account of the viewpoints of others when participating in discussions.	punctuation. Practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. Take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. Discuss the language choices of other speakers and how this may vary in different situations. <u>Vocabulary building and standard English</u> Use interesting adjectives, adverbial phrases and extended noun phrases in speech. Know and use language that is acceptable in formal and informal situations. Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. <u>Speaking for a range of purposes</u> Give descriptions, recounts and narrative retellings with specific details to actively engage listeners. Debate issues and make their opinions on topics clear. Adapt their ideas in response to new information. <u>Participation in discussion</u> Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. Begin to challenge opinions with respect. Engage in meaningful discussions in all areas of the curriculum.	<u>Drama, performance and confidence</u> Narrate stories with intonation and expression to add detail and excitement for the listener. Use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. Combine vocabulary choices, gestures and body movement to take on and maintain the role of a character. <u>Vocabulary building and standard English</u> Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. Know and use language that is acceptable in formal and informal situations with increasing confidence. Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. <u>Speaking for a range of purposes</u> Plan and present information clearly with ambitious added detail and description for the listener. Participate in debates/arguments and use relevant details to support their opinions and add humour where appropriate. <u>Participation in discussion</u> Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. Engage in longer and sustained discussions about a range of topics. Ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.	(including acting in role). Gain, maintain and monitor the interest of the listener(s) whilst performing. Select and use appropriate registers for effective communication. <u>Vocabulary building and standard English</u> Use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose. Speak audibly, fluently and with a full command of Standard English in all situations. Use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. Confidently explain the meaning of words and offer alternative synonyms. <u>Speaking for a range of purposes</u> Confidently communicate across a range of contexts and to a range of audiences. Articulate and justify arguments and opinions with confidence. Provide well-structured descriptions, explanations, presentations and narratives for different purposes. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus. <u>Participation in discussion</u> Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. Offer an alternative explanation when other participant(s) do not understand.	understanding through speculating, hypothesising, imagining and exploring ideas ● speak audibly and fluently with an increasing command of Standard English ● participate in discussions, presentations, performances, role play, improvisations and debates ● gain, maintain and monitor the interest of the listener(s) ● consider and evaluate different viewpoints, attending to and building on the contributions of others ● select and use appropriate registers for effective communication
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Transcription					
Handwriting					
Year 3	Year 4	National Curriculum Yr3/4	Year 5	Year 6	National Curriculum Yr5/6
I can use familiar joins except from break letters: g, y, j, s, r, p, b, f, x and z. I can use a consistent height for letters (except for capitals). I know ascenders should be parallel. I can join s to an ascender. I know that s should be x-height. I can join r to no ascender. I can join r to an anticlockwise letter. I can join from r to e. I know that f is both an ascender and descender. I know how to join f to a range of other letters. I know f should be parallel with other ascenders and descenders. I can check that the joining rr does not look like n or m. I know that the shape of s is different when it is at the beginning of a word and when other letters join to it. I know that q only ever joins u in English. I know that downstrokes of all ascenders and descenders should be parallel. I can check spacing around punctuation.	I know that the curve of p and b touch the upright line before the join begins. I can use familiar joins except from break letters: g, y, j, x and z. I know ascenders and descenders should be parallel and aligned with uprights in letters like n and r. I can use regular spacing between letters. I know that l should join to z but not from it. I know that l should not join to or from x. I can use consistent spacing between letters. I can use familiar joins accurately. I know that lowercase letters should be the same height except for ascenders and descenders (e.g e and s should be the same height as x). I know that capital letters are the same height as ascenders. I can write clearly and legibly at speed. I can use a fluent and sustainable handwriting style. I know that ascenders and descenders should be similar lengths (about double the x-height). I can form all x-height letters using the same size.	Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting	I can join all letters except from break letters: g, y, j, x and z. I know the slope in sloped writing is regular and not extreme. I know ascenders should be parallel and in proportion to x-height letters. I can use a consistent size for x-height letters. I can use appropriate spacing between letters (including qu). I know ascenders and descenders should be parallel (including those for capitals when writing on a slope and in print). I can complete the letter s, b and p before the start of the join. I can use a speedy, fluent, legible style on a comfortable slope for speed. I can join the letter f from it's cross bar to the top of the subsequent letter. I can use ascenders and descenders that are in proportion to x-height letters. I know that the letter f is the same size as other ascenders and descenders. I know that handwriting can be adapted for different purposes. I can use legible handwriting. I can use a slight dip at the beginning of joins from the letter r.	I can develop a preferred style: joining t, g, j, y, f, s, b, v, w, x and z. I can use joined and legible writing at speed. I can use consistent spacing between words. I can use consistent spacing between letters. I can use consistent spacing between lines of text. I can use consistent size, proportion and spacing in my handwriting. I can use sloped, parallel downstrokes. I know that capitals and ascenders should be the same height. I know that letters with ascenders are about twice the height of other letters. I know that descenders hang about the same length below the line as the rest of the letter above it. I know that in longer words, it is sometimes necessary to taken pen breaks so we can move our hand along the writing line. I know that writing at speed must be legible (including notes and annotations). I know that the quality of writing depends on the context and purpose.	Pupils should be taught to: • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus.



I can use consistent spacing between letters. I can use a fluent, flowing handwriting style.	I can use appropriate pen breaks in long words. I can use consistent joins and spacing. I know that spacing around break letters should be consistent with other spacing within a word. I know that print is used for clarity in notices and labelling.		I can choose the writing tool and style to fit the purpose. I can use consistent size, proportion and spacing. I can use accurate joins.	I can choose which handwriting style is appropriate for the context and purpose.	
Spelling					
Year 3	Year 4	National Curriculum Yr3/4	Year 5	Year 6	National Curriculum Yr5/6
I can apply simple spelling rules listed in the English Appendix 1, mostly accurately. I can add prefixes and suffixes, most accurately. I can use prefixes and suffixes in my writing, with some accuracy. I can spell a range of homophones, with some accuracy. I can spell words that are often misspelt, mostly accurately. I can place the plural apostrophe accurately in words with regular plurals and some irregular plurals. I can use the first two or three letters to check a word in the dictionary, mostly successfully. I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far, mostly accurately. I can use word families based on common words. I can recognise how words are related in form and meaning. Eg Solve, solution solver, dissolve	I can apply simple spelling rules listed in the English Appendix 1. I can add prefixes and suffixes. I can use prefixes and suffixes in my writing, mostly accurately. I can spell a range of homophones, mostly accurately. I can spell words that are often misspelt. I can place the plural apostrophe accurately in words with regular plurals and irregular plurals. I know the grammatical difference between plural and possessive. I can use the first two or three letters to check a word in the dictionary. I know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far with good accuracy.	Pupils should be taught to: • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • 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 and punctuation taught so far	I can apply simple spelling rules and guidance listed in the English Appendix 1, mostly accurately. I know how to use prefixes and suffixes and understand the guidance for adding them. I can spell some words with ‘silent’ letters, mostly accurately. Knight, psalm, solemn I am beginning to use my knowledge of morphology and etymology in spelling and understand that some words need to be learnt specifically. I can distinguish between homophones and other words which are often confused, mostly accurately. I can use the first three or four letters of a word to check spelling, meaning or both in a dictionary, mostly successfully. I can use a thesaurus with guidance. I can convert nouns or adjectives using suffixes. -ate, -ise, -ify I can use verb prefixes. Dis-, de-, mis- I know how the subject verb agreement is linked to singular and plural.	I can apply simple spelling rules listed in the English Appendix 1. I know how to use prefixes and suffixes and understand the guidance for adding them. I can spell some words with ‘silent’ letters accurately. Knight, psalm, solemn I can use my knowledge of morphology and etymology in spelling and understand that some words need to be learnt specifically. I can distinguish between homophones and other words which are often confused accurately. I can use the first three or four letters of a word to check spelling, meaning or both in a dictionary. I can use a thesaurus independently. I know how words are related by meaning as synonyms and antonyms.	Pupils should be taught to: • write legibly, fluently and with increasing speed by: ◦ choosing which shape of a 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.
Composition					
Plan, Draft, Evaluate, Edit & Revise					



Year 3	Year 4	National Curriculum Yr3/4	Year 5	Year 6	National Curriculum Yr5/6
Plan I am beginning to discuss writing similar to what I am planning to understand the purpose and audience. I am beginning to discuss writing similar to what I am planning to understand and learn from its structure, vocabulary and grammar. I am beginning to know how to use ideas from my own reading and modelled examples to plan my writing. I am beginning to discuss and record my ideas.	Plan I can discuss writing similar to what I am planning to understand the purpose and audience. I can discuss writing similar to what I am planning to understand and learn from its structure, vocabulary and grammar. I am beginning to know how to use ideas from my own reading and modelled examples to plan my writing. I can discuss and record my ideas.	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas	Plan I can plan my writing by identifying the audience and purpose. I can consider how authors have developed characters in settings in what I have read, listened to or seen performed when planning narratives.	Plan I can note down and develop initial ideas, drawing on reading and research where necessary. I can draw on what I have read independently as models for my own writing.	Plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Draft & Write I can compose and rehearse sentences orally. I can use paragraphs to group related material. I can create settings, characters and plots in narratives. I can use headings and subheadings to aid presentation in non-narrative material. I am beginning to know how to use the structure of a wider range of text types.	Draft & Write I can compose and rehearse sentences orally, with an increasing range of sentence structures and vocabulary. I can use paragraphs to organise ideas around a theme. I can create detailed settings, characters and plots in narratives to engage the reader and add atmosphere. I can write a range of narrative and non-fiction pieces using a consistent and appropriate structure. I can write a range of narratives that are well structured and well paced.	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 (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices	Draft & Write I can use devices to build cohesion within a paragraph. <i>Then, after, that, this, firstly</i> I can link ideas across paragraphs using adverbials of time, place, number, or tense choices. <i>Eg Later (time), nearby (place), secondly (number), he had seen her before (tense)</i> I can select the appropriate form and use similar writing as models for my own writing. I can describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. I can regularly use dialogue to convey character and to advance action. I can produce sustained and accurate writing from different narrative and non-fiction genres using appropriate structure, organisation and layout devices for a range of purposes and audiences.	Draft & Write I can link ideas across paragraphs using a wider range of cohesive devices. <i>Repetition of a word/phrase, grammatical connections (for example use of adverbials) and ellipsis</i> I can use a range of layout devices. <i>Headings, subheadings, columns, bullets, tables to structure text</i> I can use further organisational and presentational devices to structure text and guide the reader. I can distinguish between the language of speech and writing. I can choose the appropriate level of formality. I can select vocabulary and grammatical structures that reflect what the writing requires. I can write effectively for a range of purposes and audiences, selecting appropriate form.	Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - precising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader



Evaluate & Edit I can suggest and make improvements to my own and others' spelling and punctuation when errors have been made.	Evaluate & Edit I can suggest and make improvements to my own and others' vocabulary, spelling, punctuation and grammar. I can assess the effectiveness of writing and suggest improvements in my own and others' writing.	Evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Evaluate & Edit I can assess the effectiveness of my own and others' writing and make necessary corrections and improvements, with some guidance. I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning with some guidance. I am beginning to use the consistent and correct tense throughout a piece of writing. I can ensure subject and verb agreement when using singular and plural in others' writing.	Evaluate & Edit I can assess the effectiveness of my own and others' writing and make necessary corrections and improvements, independently. I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, independently. I can ensure the consistent and correct tense has been used throughout a piece of writing. I can ensure subject and verb agreement when using singular and plural in my own writing.	Evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
Proofread I can proofread my own and others' work to check for spelling and punctuation errors.	Proofread I can proofread my own and others' work to check for errors in grammar, spelling and punctuation.	Proofread proof-read for spelling and punctuation errors	Proofread I can proofread work and remove any unnecessary repetition or irrelevant details. I can proofread my work for spelling and punctuation errors.	Proofread I can habitually proofread for spelling, punctuation and grammar. I can propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.	Proofread proof-read for spelling and punctuation errors
Reading aloud I am beginning to be able to read my own writing aloud to a group or whole class using appropriate intonation and control the tone and volume so that the meaning is clear.	Reading aloud I can read my own writing aloud to a group or whole class using appropriate intonation and control the tone and volume so that the meaning is clear.	Reading aloud read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Reading aloud I can perform my own compositions using appropriate intonation, volume and movement so that meaning is clear.	Reading aloud I can perform my own compositions using appropriate intonation, volume and movement so that meaning is clear.	Reading aloud perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary, Grammar, Punctuation & Tense

Year 3	Year 4	National Curriculum Yr3/4	Year 5	Year 6	National Curriculum Yr5/6
Vocabulary I can recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, vowel letter, and inverted commas.	Vocabulary I can recognise and use the terms determiner, pronoun, possessive pronoun, adverbial phrase. I can verbalise the difference between a phrase and a clause.	Pupils should be taught to: - develop their understanding of the concepts set out in English Appendix 2 by: - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Vocabulary I can recognise and use the terms modal verb, relative pronoun, relative clause, parentheses, bracket, dash, cohesion and ambiguity.	Vocabulary I can recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points and subjunctive.	Pupils should be taught to: - develop their understanding of the concepts set out in English Appendix 2 by: - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey
Sentence structure I can write compound sentences. _____ so _____ I can write complex sentences with subordination. when, before, after, while I can use adverbials to build cohesion. Then, next, soon	Sentence structure I can write compound sentences. _____ yet _____ I can write complex sentences with subordination at the beginning. if, because, although, after, since, even, though. I can write sentences with non-finite openings.		Sentence structure I can write compound sentences. _____ nor _____ I can use adverbials to express frequency and cause. I can write complex sentences that include a relative clause. Who, which, whose, that	Sentence structure I can write a compound sentence using colons and semi-colons. IDC: IDC (independent clause) IDC; IDC It's raining; I'm fed up. I can write complex sentences that include a relative clause. Who, when, where, which, that, whose	



I can use ‘a’ or ‘an’ correctly throughout a piece of writing. A → consonant An → vowel	-ing openers, eg Running rapidly, _____ I can use fronted adverbials to show manner, time and place. Later that day, I heard bad news. I can consistently choose nouns and pronouns appropriately to aid cohesion.	- using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for years 3 and 4 in English Appendix 2 - indicate grammatical and other features by: - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	I can write complex sentences using a range of subordinating conjunctions. despite, however, etc. I can write sentences using passive voice. The window in the greenhouse was broken (by me). I can use question tags in informal writing.	complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - learning the grammar for years 5 and 6 in English Appendix 2 - indicate grammatical and other features by: - 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 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading
Sentence expansion I can expand a noun phrase using two adjectives. the maths teacher/the strict maths teacher I can express time, place and cause using conjunctions and adverbs. I can use prepositions. Before, after, during	Sentence expansion I can expand a noun phrase using modifying adjectives, nouns and prepositions phrases. the strict maths teacher with curly hair I can use a range of adverbs and prepositions to express time and cause.		Sentence expansion I can indicate the degree of possibility through adverbs. Perhaps, surely I can use a range of relative clauses in my writing. I can write and use a range of multi-clause sentences in my writing.	
Punctuation I can use a range of punctuation mostly correctly. CL . ! ? , “ ” I can use direct speech with a reporting clause after. “Hello,” said Sophie. I can use apostrophes for contraction and possession (singular). are not → aren’t the cat’s tail → The tail belongs to the cat I can use commas in a list or items (Y2) I am going to buy apples, oranges and pears.	Punctuation I can use a range of punctuation correctly. CL . ! ? , “ ” I can use direct speech with a reporting clause before or after. “Hello,” said Sophie. Sophie said, “Hello!” I can use apostrophes for contraction and possession (singular & plural). are not → aren’t the cat’s tail → The tail belongs to the cat The cats’ tails → the tails belong to the cats I can use commas in a list of actions. The girl jumped over the barrier, ran across the road and up the driveway.		Punctuation I can use direct speech using the reported clause before the speech and embedded within two examples. Sophie said, “Hello!” “Hello,” said Sophie, “How are you doing today?” I can use a range of punctuation mostly correctly. CL . ! ? , “ ” () - - I can use commas to clarify meaning and avoid ambiguity. I can use brackets, dashes or commas to indicate parenthesis.	
Tense & Verbs I can maintain the correct tense throughout a piece of writing with accurate subject/verb agreement, mostly accurately. I can use the present perfect form of verbs instead of the simple past. He has gone out to play contrasted with he went out to play.	Tense & Verbs I can maintain an accurate tense throughout a piece of writing. I can use Standard English Verb inflections accurately. I can select the Standard English forms for verb inflections instead of local spoken language. We were instead of we was		Tense & Verbs I can use consistent and correct tense throughout all pieces of writing.	
			Tense & verbs I can use consistent and correct tense throughout all pieces of writing, including the correct subject and verb agreement (singular and plural).	



<u>Literary devices</u> I can use a range of literary devices to add creativity into my writing. Onomatopoeias, alliteration, simile	<u>Literary devices</u> I can use a range of literary devices to add creativity into my writing. similes, alliteration, personification, repetition		<u>Literary devices</u> I can use a range of literary devices to add creativity into my writing. Personification, metaphors, idioms	<u>Literary devices</u> I can use a range of literary devices to add creativity into my writing. Personification, metaphors, idioms, hyperbole, repetition, irony	
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