



Assessment – writing – Year 1

Experiences					
Term	VGP (sentence structure)	Composition	Handwriting	Spelling	Spoken language
Autumn <u>Genres</u>	<ul style="list-style-type: none"> I can put words together to make sentences I can use spaces between my words I can use joining words like "and" I show an awareness of capital letters and full stops I can explain what these words mean: letter, capital letter, sentence 	<ul style="list-style-type: none"> I can say sentences out loud/speak in complete sentences I can say my sentence out loud before I write it 	<ul style="list-style-type: none"> I can sit correctly at a table, holding a pencil comfortably and correctly I can write many lower case letters in the correct direction, starting and finishing in the correct place I can write numbers 0 -5 in the correct orientation 	<ul style="list-style-type: none"> I can spell words containing phase 2 sounds I can spell many words containing the phase 2 and 3 sounds I can name the letters of the alphabet in order I can spell some common exception words 	<ul style="list-style-type: none"> To listen to others in a range of situations and usually respond appropriately. To understand instructions with more than one point in many situations. To begin to ask questions that are linked to the topic being discussed.
Spring <u>Genres</u>	<ul style="list-style-type: none"> I can use capital letters to start new sentences. I can often use full stops at the end of my sentences I can use capital letters for names, places, days of the week and for the word "I" I can add s or es to words to make them plurals i.g. dog, dogs; wish, wishes I can explain what these words mean: letter, capital letter, word, plural, singular 	<ul style="list-style-type: none"> I can write sentences by saying aloud what I am going to write I can read my sentence out loud so that other children in my class can hear and understand me I can read my sentence and check that it makes sense 	<ul style="list-style-type: none"> I can write capital letters I can write most lower case letters in the correct direction, starting and finishing in the correct place I can write numbers 0 -9 in the correct orientation 	<ul style="list-style-type: none"> I can spell many words with adjacent consonants (phase 4) I know the plural rule and can add -s or -es in the right place I can spell the days of the week I can break down spoken words into their sounds and spell some correctly I can spell many common exception words 	<ul style="list-style-type: none"> To answer questions on a wider range of topics (sometimes may only be one-word answers). To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. To know when it is their turn to speak in a small group presentation or play performance.
Summer <u>Genres</u>	<ul style="list-style-type: none"> I can sometimes use exclamation marks and question marks at the end of my sentences. I can write a short story using sentences I can add -ing, and -er to the end of a word to make a new word I can show how un- added to the beginning of a word can change its meaning I can often use full stops and capital letters to separate sequences of sentences 	<ul style="list-style-type: none"> I can talk about my writing with my teacher or children in my class I can check my own writing and make sure I have used capital letters and punctuation to end a sentence I can write a sequence of sentences to tell a short story. 	<ul style="list-style-type: none"> I can write lower case letters in the correct direction, starting and finishing in the correct place I can see which letters belong to which handwriting families 	<ul style="list-style-type: none"> I can distinguish between different spellings of the same sound I can add -ing, -ed, -er and -est to the end of a word to make a new word I can spell many words containing each 	<ul style="list-style-type: none"> To take part in a simple role play of a known story. To use appropriate vocabulary to describe their immediate world and feelings.



	<ul style="list-style-type: none">I can explain what these words mean: question mark, exclamation mark, punctuation, question, statement			<p>of the letter sounds I have been taught including phase 5</p> <ul style="list-style-type: none">I can spell most year 1 common exception wordsI can break down spoken words into their sounds and spell many correctlyI can write the correct spellings in simple sentences I hear my teacher say	<ul style="list-style-type: none">To think of alternatives for simple vocabulary choices.To organise their thoughts into sentences before expressing them.To be able to describe their immediate world and environment.To retell simple stories and recounts aloudTo recognise when it is their turn to speak in a discussion.To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.
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Assessment – Writing – Year 2

Experiences	VGP (sentence structure)	Composition	Handwriting	Spelling	Spoken language
Autumn	<ul style="list-style-type: none"> I can use capital letters and full stops to mark simple sentences I can use some capital letters, full stops, question marks and exclamation marks to show where sentences start and end I can use noun phrases in my writing e.g. the blue butterfly, plain flour, the man in the moon I can use co-ordinating conjunctions to sentences (and, but, so, or) I can make new words by putting two words together e.g. whiteboard, snowman I know what these words mean: noun, noun phrase, compound, adjective 	<ul style="list-style-type: none"> I can write about things I have done and things that others have done I can plan my writing by talking about my ideas I can plan my writing by writing down ideas, key words and new vocabulary I write by retelling a story I know in the correct order I can plan my writing by talking about my ideas before each sentence 	<ul style="list-style-type: none"> I can write lower case letters in the correct direction, starting and finishing in the correct place I can write all digits 0 - 9, the right way round, way up and the correct size relative to each other Use spaces between words 	<ul style="list-style-type: none"> I can break spoken words down into their sounds and write most of them correctly I can spell some common exception words 	<ul style="list-style-type: none"> To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group. To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance. To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.
Spring Recipe	<ul style="list-style-type: none"> I can generally keep to the same tense when writing I can write different forms of sentences, e.g. statement, commands and questions, exclamations I can write some sentences with subordination (when, if, because, that) I can make new words by adding suffixes -ness, and -er at the end of a word I can make new words by adding -ful, -less to the end of a word I can use commas when writing a list I can use question marks and exclamation marks in my writing I know what these words mean: statement, command, question, exclamation, suffix, tense, comma 	<ul style="list-style-type: none"> I can plan my writing using a story map I can talk about the order of my ideas for writing I can plan my writing by organising my ideas into sections I can read my work aloud with confidence using the tone of my voice to make the meaning clear I can change my writing and make corrections after I have spoken to a teacher or another child about it. I can write a long piece about a real event 	<ul style="list-style-type: none"> I can write lower case letters that are all the same size I can write capital letters the correct size relative to each other and to lower case letters I can use the correct spacing between words that fits the size of the letters I can use some diagonal joins I can use some of the diagonal and horizontal stroked I need to join letters 	<ul style="list-style-type: none"> I can spell many common exception words I can use the correct spelling of some words which sound the same but are spelt differently I can spell new words by using words I already know 	<ul style="list-style-type: none"> To attempt to follow instructions before seeking assistance. To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.
Summer Short story Information text about real event / person	<ul style="list-style-type: none"> I can use some different types of sentences within my writing e.g. statements, commands, questions, exclamations I can use capital letters and full stops to separate sentences in most of my writing. I can add the suffixes -er, -, est, -ment and -ly to the end of root words. I can use some expanded noun phrases within my writing I can write in the past and present tense mostly correctly and consistently 	<ul style="list-style-type: none"> I can proof read my work and check for spelling, punctuation and grammar errors. I can check my work by reading it through to make sure it makes sense and I have used the right verbs to indicate time I can write for different purposes, writing long and short pieces of work. I can write a narrative 	<ul style="list-style-type: none"> I can use diagonal and horizontal strokes to join letters in most of my writing I know which letters which re next to each other are best left unjoined 	<ul style="list-style-type: none"> I can spell most contracted words using the apostrophe correctly I can spell most common exception words (yr1 and 2) I can select the correct spelling for many homophones I can spell words which use an apostrophe to show possession I can add the endings -ment, -ful, -less and -ly to spell longer words 	<ul style="list-style-type: none"> To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud. To take on a different role in a drama or role play and discuss the



	<ul style="list-style-type: none">• I can use coordinating and subordinating conjunctions within my writing• I can make some use of apostrophes for possession or to show where letters are missing for contractions• I know what these words mean: tense (past and present), apostrophe			<ul style="list-style-type: none">• I can add the suffixes -er, - , est, -ment and- ly to the end of root words	<p>character's feelings.</p> <ul style="list-style-type: none">• To recognise that sometimes speakers talk differently and discuss reasons why this might happen.• To start to use subject-specific vocabulary to explain, describe and add detail.• To suggest words or phrases appropriate to the topic being discussed.• To start to vary language according to the situation between formal and informal.• To usually speak in grammatically correct sentences.• To talk about themselves clearly and confidently.• To verbally recount experiences with some added interesting details.• To offer ideas based on what has been heard.• To give enough detail to hold the interest of other participant(s) in a discussion.• To engage in meaningful discussions that relate to different topic areas.• To remain focused on a discussion when not directly involved and be able to recall the main points when questioned
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Assessment – Writing – Year 3

Experiences	VGP (sentence structure)	Composition	Handwriting	Spelling	Spoken language
Autumn	<ul style="list-style-type: none"> I know when to use a or an in front of a word I can use inverted commas correctly I can use some expanded noun phrases I can use apostrophes to mark possession I use subordinating conjunctions in my writing (because, if, when, after, before, that, which) I can keep to the same tense within my writing (past and present) Most of my sentences are separated using full stops, question marks or exclamation marks I use capital letters correctly most of the time. I use commas for lists, including list of adjectives I know what these words mean: conjunction, subordinate clause, inverted commas, direct speech, vowel letter, consonant letter 	<ul style="list-style-type: none"> I can draft and write material such as instructions, using headings and subheadings to organise my work I can sometimes use paragraphs to organise my writing so that blocks of text group related material I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like I can re-read my work and improve it for my audience I can draft and write descriptive work that creates settings, characters and plots 	<ul style="list-style-type: none"> I can use more of the diagonal and horizontal strokes I need to join letters so that most of my writing is joined I know which letters, when they are next to one another, are best left un-joined 	<ul style="list-style-type: none"> I can use the prefixes un-, dis-, is-, re-, pre- I can add suffixes beginning with vowel letters to words of more than one syllable (forgetting, preferred, gardening, limited) I can use the suffix -ly I can spell words with the "ay" sound spelt "ei", "eigh" or "ey". I can spell words containing the "u" sound spelt "ou" e.g. young, touch, double I can choose and use the correct spelling for the homophones break/break, hear/here, fare/fair, great/grate, , mail/male, peace/piece, plain/plane I can use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions. To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning. To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions. To use vocabulary that is appropriate to the topic and/or the audience. To 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.
Spring	<ul style="list-style-type: none"> I can use the present perfect form of verbs e.g. He <i>has gone</i> out to play. (Rather than He went out to play) I can create new words using a range of prefixes including super-, anti- and auto- I can use adverbials for time e.g. before, after, next, soon, before, during, later I can use adverbials for place e.g. in the garden, over there, here, in the distance, by the water. I can use paragraphs I can use headings and sub-headings, I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of I know what these words mean: prefix, clause, present perfect tense, adverb, adverbial 	<ul style="list-style-type: none"> I can re-read my work and improve it by making changes to vocabulary I can use to make it more interesting I can proof read my work by reading aloud and putting in full stops, question marks, exclamation marks, commas and inverted commas where needed 	<ul style="list-style-type: none"> My writing is spaced properly so that my letters don't overlap. 	<ul style="list-style-type: none"> I can use the prefixes super-, anti-, auto- I can spell words with endings sounding like "zh" and "ch" e.g. treasure, measure, picture, nature I can spell words with endings sounding like "zhun" e.g. division, decision, I can choose and use the correct spelling for the homophones groan/grown, , heel/heal/he'll, main/mane I can write by memory, simple sentences, dictated by the teacher, that include words and punctuation that I know I can use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> To speak regularly in front of large and small audiences. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions. To use vocabulary that is appropriate to the topic and/or the audience. To 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.



<p>Summer</p>	<ul style="list-style-type: none"> I can start sentences with adverbials of time, place I can start sentences with subordinating conjunctions (causal conjunctions) e.g. because, so that, if I can identify word families based on a root word I can use the present perfect form of verbs instead of simple past e.g. He has gone out... contrasted with He went out... I know what these words mean: prefix, clause, subordinating clause, subordinating conjunction 	<ul style="list-style-type: none"> I can rewrite my work making improvements, using better vocabulary and making sure use adverbials of time and place I can edit and rewrite my work making improvements to the sentences by extending ideas using subordinating conjunctions I can redraft my work a number of times, discussing the changes I have made and why I have made them 	<ul style="list-style-type: none"> My handwriting is consistently sized and joined most of the time 	<ul style="list-style-type: none"> I can spell words with the sound "k" spelt "ch" e.g. scheme, school, echo I can spell words with the "sh" sound spelt "ch" I can spell words containing the "I" sound spelt "y" elsewhere than at the end of a word e.g. myth, gym I can choose and use the correct spelling for the homophones great/grate, , mail/male, peace/piece, plain/plane I can write by memory, simple sentences, dictated by the teacher, that include words and punctuation that I know 	<ul style="list-style-type: none"> To discuss topics that are unfamiliar to their own direct experience. To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners. To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions.
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Assessment – Writing – Year 4

Experiences	VGP (sentence structure)	Composition	Handwriting	Spelling	Spoken language
<p>Autumn</p>	<ul style="list-style-type: none"> I can use an adverbial phrase to start a sentence I can use a comma after fronted adverbial I can use noun phrases and adjectives to make my writing interesting I can understand the following terms: determiner, adverbial 	<ul style="list-style-type: none"> I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar I can plan my writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece and I can re-draft this piece a number of times I can keep to the same tense within a piece of writing. 	<ul style="list-style-type: none"> I can use many of the diagonal and horizontal strokes I need to join letters I know which letters, when they are next to each other, are best left un-joined 	<ul style="list-style-type: none"> I can choose and use the correct spelling for the homophones : berry/bury, knot/not, , missed/mist, past/passed I can use the prefixes in-, il-, ir-, sub, inter-, anti- and auto- I can spell words ending with "g" sound spelt "gue" e.g. tongue I can spell words ending in "k" spelt "-que" e.g., unique 	<ul style="list-style-type: none"> To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. To follow complex directions/multi-step instructions without the need for repetition. To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning.
<p>Spring</p>	<ul style="list-style-type: none"> I can use inverted commas and other punctuation to indicate direct speech (including comma/punctuation after reporting clause) I can use a mixture of pronouns and nouns in my writing to support cohesion and avoid repetition 	<ul style="list-style-type: none"> I can organise my non-fiction writing so that it has headings and subheadings I can use paragraphs to organise my writing so that blocks of texts flow and ideas are grouped together I can edit my work by changing the grammar to improve the way my work reads 	<ul style="list-style-type: none"> My handwriting is consistently sized. My ascenders are tall and my descenders go beneath the line I can correctly place letters with 	<ul style="list-style-type: none"> I can choose and use the correct spelling for the homophones : Scene/seen, rein, reign/rein, whose/who's I can spell words with the "s" sound spelt "sc" e.g. science I can add the suffix -ation and -ous I can add endings which sound like "shun" spelt -tion, -sion, -ssion, -cian 	



	<ul style="list-style-type: none"> I can use paragraphs to organise ideas around a theme I can use the correct form of the subject and verb "we were" instead of "we was" and "I did" rather than "I done" I can understand the following term: pronoun 	<ul style="list-style-type: none"> I can proof read my writing for spelling and punctuation I can draft and rewrite work that creates settings, characters and plots that excite the reader using my best vocabulary 	<p>descenders on the line</p>		<ul style="list-style-type: none"> To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.
<p>Summer</p>	<ul style="list-style-type: none"> I can explain the difference between the plural and the possessive -s I can use apostrophes to mark plural possession e.g. the girl's name and the girls' name I can understand the following terms: possessive, possessive plural, possessive pronoun 	<ul style="list-style-type: none"> I can assess my work and that of others and suggest improvements I can adapt my work depending on the audience. I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can 	<ul style="list-style-type: none"> My capital letters are clear to identify from my lower case letters My writing is correctly spaced so that letters do not over lap and words are consistently spaced. I can confidently write with a pen 	<ul style="list-style-type: none"> I can use the possessive apostrophe correctly in words with regular plurals girls', boys' and in words with irregular plurals (children's) I can choose and use the correct spelling for the homophones : accept/ except, affect/effect, I can use the first three or four letters of word to check its spelling in a dictionary I can spell many of the words on the year 3 / 4 word list 	<ul style="list-style-type: none"> To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To discuss the language choices of other speakers and how this may vary in different situations. To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To 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. To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information. To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.



					<ul style="list-style-type: none"> To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum.
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Assessment – Writing – Year 5

Experiences	VGP (sentence structure)	Composition	Handwriting	Spelling	Spoken language
Autumn	<ul style="list-style-type: none"> I can change nouns or adjectives into verbs using suffixes such as -ate, -ise, -ify, e.g. elasticate, solidify I can add information to my sentences using relative clauses starting with: who, which, that, when, where, whose, or by missing the relative pronoun I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly I can link ideas across paragraphs using adverbials of time (e.g. later), of place (e.g. nearby or secondly/finally) I can understand the following terms: relative clause, relative pronoun, cohesion 	<ul style="list-style-type: none"> I can plan my writing by identifying the audience for and the purpose of the writing, using other similar writing as models for my own work I can write pieces describing settings, characters and atmosphere, including speech that helps picture the character and their personality or mood I can draft by linking ideas across paragraphs (adverbials of time, place, number) I can edit my work to ensure I have correctly punctuated sentence boundaries using . ! ? and have made the correct use of capital letters, including for proper nouns I can mark and edit work to ensure the correct use of tense throughout 	<ul style="list-style-type: none"> I can write increasingly legibly, fluently and with increasing speed I can make improving choice of which shape of a letter to use when given choices and deciding whether or not to join specific letters 	<ul style="list-style-type: none"> I can spell word endings which sound like "shus" spelt -cious or -tious I can spell word endings which sound like "shil" spelt -cial, -tial I can use the first three or four letters of a word to check its spelling, meaning or both in a dictionary I can use a thesaurus 	<ul style="list-style-type: none"> To 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. To follow complex directions/multi-step instructions without the need for repetition. To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification. To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. To combine vocabulary choices, gestures and body movement to
Spring	<ul style="list-style-type: none"> I can understand verb pre-fixes e.g. dis-, de-, mis-, over-, and re- I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must I can use commas for clarity and to make my writing clear for the reader I can use different verb forms within my writing I can understand the following terms: modal verb, clarity, ambiguity 	<ul style="list-style-type: none"> I can set out my work correctly and use headings, bullet points, underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions I can draft and write by summarising longer passages I can edit and correct my writing to ensure I have the correct subject and verb agreement I can use different verb forms with consideration for the audience and purpose 	<ul style="list-style-type: none"> My writing consistently legible and consistent in size and formation I am fairly consistent in choosing whether to join letters which are next to each other 	<ul style="list-style-type: none"> I can spell words ending in -able and -ible and also -ably and -ibly I can spell words containing the letter string "ough" I can use knowledge of root words, prefixes and suffixes in spelling 	



<p>Summer</p>	<ul style="list-style-type: none"> • Use brackets, dashes or commas for the same purpose (parenthesis) • I can use a wide range of different sentences structures • I can understand the following terms: parenthesis, bracket, dash 	<ul style="list-style-type: none"> • I can proof read for punctuation errors that include commas for clarity, subordinate clauses and fronted adverbials • I can proof read for punctuation errors including the use of brackets, dashes and other devices used for the same purpose (parenthesis) 		<ul style="list-style-type: none"> • I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency • I can spell some words with silent letters • I can spell most of the words on the year 3 / 4 word list • I can spell many of the words on the year 5/6 word list 	<p>take on and maintain the role of a character.</p> <ul style="list-style-type: none"> • To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. • To know and use language that is acceptable in formal and informal situations with increasing confidence. • To 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. • To plan and present information clearly with ambitious added detail and description for the listener. • To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate • To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class conversations. • To engage in longer and sustained discussions about a range of topics. • To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.
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Assessment – Writing – Year 6

Experiences	Type a story and print with a hand drawn cover page				
Term	VGP (sentence structure)	Composition	Handwriting	Spelling	Spoken language
Autumn Story openings – prologue, omniscient third person, description, flashback, flash-forward Instructions	<ul style="list-style-type: none"> I can link ideas across paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipsis I can use the semi-colon to mark the boundary between independent clauses I can use hyphens for clarity I can use the passive voice to affect the presentation of information in a sentence I can use a colon to introduce a list and use semi-colons within a list I can use bullet points to list information I can understand how words are related by meaning as synonyms and antonyms I can understand the terms: subject, object, active, passive, synonym, antonym, ellipsis, semi-colon, colon, bullet point, hyphen 	<ul style="list-style-type: none"> I can write pieces describing settings, characters and atmosphere, including speech that helps picture the character's personality or mood I can set out my work using sub-headings, columns, tables or bullet points to structure the text and guide the reader I can give reasoned feedback on mine and others' work to improve it I can mark and edit my work to have the correct tense throughout I can mark and edit my work to ensure the correct subject/verb agreement I can plan my writing by recording my first thoughts and building on those using what I have read or need to find out as necessary 	<ul style="list-style-type: none"> I can 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 My handwriting is consistent within a piece of writing 	<ul style="list-style-type: none"> I can add suffixes beginning with a vowel to words ending in -er (e.g. referring, preferred, referee, preference) I can distinguish between words that sound the same but have different meanings and words which are often confused e.g. lose/loose I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter I can use dictionaries to check the spelling and meaning of words 	<ul style="list-style-type: none"> To make improvements based on constructive feedback on their listening skills. To follow complex directions/multi-step instructions without the need for repetition. To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). To gain, maintain and monitor the interest of the listener(s). To select and use appropriate registers for effective communication.
Spring Narrative Diary Balanced argument	<ul style="list-style-type: none"> I can use the semi-colon, colon and dash to mark the boundary between independent clauses I can change the vocabulary to suit the purpose such as using informal language appropriately in my writing I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing I can understand the terms: simple past, present, present perfect, past progressive, past perfect, present progressive 	<ul style="list-style-type: none"> I can write pieces describing settings, characters and atmosphere, including speech that helps move the action forward I can read work, looking for spelling errors and correct them using a dictionary I can use different techniques to make writing flow and link paragraphs I can use grammar and vocabulary which is suited to the purpose of my writing I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for purpose 		<ul style="list-style-type: none"> I can use a thesaurus with confidence I can spell many of the words on the year 5/6 word list 	<ul style="list-style-type: none"> To use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose To speak audibly, fluently and with a full command of Standard English in all situations. To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. To confidently explain the meaning of words and offer alternative synonyms.
Summer Scientific report	<ul style="list-style-type: none"> I can use the full range of punctuation I have been taught, including colons, semi 	<ul style="list-style-type: none"> I can proof-read for punctuation errors, including the use of semi-colons, colons, 		<ul style="list-style-type: none"> I can spell most of the words on the year 5/6 word list 	



<p>Narrative Non-chronological report Newspaper article</p>	<p>colons and dashes to mark the boundaries between independent clauses, and commas, brackets and dashes for parenthesis or for clarity</p>	<p>dashes, punctuation of bullet points in lists, use of hyphens</p> <ul style="list-style-type: none"> I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer 			<ul style="list-style-type: none"> To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus. To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participant(s) do not understand.
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