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| **Working Towards** |
| H | To write for a range of purposes. |  |  |  |  |  |  |
|  | Using paragraphs to organise ideas. |  |  |  |  |  |  |
|  | In narratives describe settings and characters. |  |  |  |  |  |  |
|  | In non-narrative writing, use simple devices to structure the writing and support the reader (*e.g. headings, sub-headings, bullet points*) |  |  |  |  |  |  |
| P | Using mostly correct: | Capital Letters and full stops |  |  |  |  |  |  |
|  | Exclamation marks |  |  |  |  |  |  |
|  | Question Marks |  |  |  |  |  |  |
|  | Commas for lists |  |  |  |  |  |  |
|  | Apostrophes for contractions  |  |  |  |  |  |  |
|  | Use capital letters for: | proper nouns |  |  |  |  |  |  |
|  | personal pronoun ‘I’ |  |  |  |  |  |  |
| Sp | Spelling most words correctly (year 3 and 4) |  |  |  |  |  |  |
|  | Spelling some words correctly (year 5 and 6) |  |  |  |  |  |  |
| H | Producing legible handwriting |  |  |  |  |  |  |
| **Age Related Expectation** |
| W | Starts sentences in a variety of ways |  |  |  |  |  |  |
|  | Can match features to the genre type |  |  |  |  |  |  |
|  | Describe settings, characters and atmosphere in appropriate detail |  |  |  |  |  |  |
|  | Select appropriate grammar and vocabulary to enhance meaning |  |  |  |  |  |  |
|  | Organise writing into paragraphs to show change in time, place, event or person. |  |  |  |  |  |  |
|  | Use of synonyms to avoid repetition |  |  |  |  |  |  |
|  | Mix short and long sentences to change, accelerate or show pace for reader. |  |  |  |  |  |  |
|  | Use dialogue to convey characters and advance the action |  |  |  |  |  |  |
|  | Use of figurative language (personification, pathetic fallacy) |  |  |  |  |  |  |
|  | Use modal verbs or adverbs to indicate degrees of possibility |  |  |  |  |  |  |
|  | Indicate degree of possibility using adverbs e.g. perhaps, surely. |  |  |  |  |  |  |
| P | To qualify and add precision, use: | Adverbial phrases |  |  |  |  |  |  |
|  | Adverbs |  |  |  |  |  |  |
|  | Prepositional phrases |  |  |  |  |  |  |
|  | Adventurous expanded noun phrases |  |  |  |  |  |  |
|  | Subordinate clauses |  |  |  |  |  |  |
|  | Use mostly correctly: | Use and punctuate direct speech accurately  |  |  |  |  |  |  |
|  | Commas for clarity |  |  |  |  |  |  |
|  | Commas after fronted adverbials |  |  |  |  |  |  |
|  | Punctuation for parenthesis ***e.g. () - ,*** |  |  |  |  |  |  |
|  | apostrophes for contracted forms |  |  |  |  |  |  |
|  | apostrophes for possession |  |  |  |  |  |  |
|  | Making some correct use of: | Dashes |  |  |  |  |  |  |
|  | Colons for lists |  |  |  |  |  |  |
|  | Use relative clauses within complex sentences beginning with who, which, where, when, whose, that. e.g. Maisie, who was extremely tired, finished the race |  |  |  |  |  |  |
| sp | Use prefixes and understand the rules associated with these. e.g. dis\_\_\_, de\_\_\_, mis\_\_\_, over\_\_\_, re\_\_\_. |  |  |  |  |  |  |
|  | Use sufixes and understand the rules associated with these e.g. \_\_\_ate, \_\_\_ise, \_\_\_ify. |  |  |  |  |  |  |
|  | Spell words with silent letters |  |  |  |  |  |  |
|  | Distinguish between homophones *e.g. their, there and they’re**where, were and wear* |  |  |  |  |  |  |
|  | Place the possessive apostrophe accurately in words with regular and irregular plurals |  |  |  |  |  |  |
|  | Use knowledge of morphology and etymology in spelling and to learn specific word spellings |  |  |  |  |  |  |
|  | Spelling some words correctly (years 5 and 6) |  |  |  |  |  |  |
| H | Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. Letters must be of relative size to one another |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Greater Depth** |
| W | To consistently produce sustained and accurate writing from different narrative genres with appropriate structure, organisation and layout |  |  |  |  |  |  |
|  | To consistently produce sustained and accurate writing from different non-fiction genres with appropriate structure, organisation and layout  |  |  |  |  |  |  |
|  | To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. |  |  |  |  |  |  |
| p | To use commas consistently to clarify meaning or to avoid ambiguity. |  |  |  |  |  |  |
|  | To use relative clauses with confidence. |  |  |  |  |  |  |
|  | To use brackets, dashes and commas to indicate parenthesis confidently. |  |  |  |  |  |  |
| Sp | Spell most words correctly from the Year 5/6 statutory list. |  |  |  |  |  |  |
| H | To write legibly, fluently and with increasing speed. |  |  |  |  |  |  |
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