



## **Linden English Writing Intent**

When our children leave Year 6, we strive to have pupils who are passionate about writing and see it as a way to express themselves. We wish to inspire children and set their imaginations free, whilst being able to set their pens (or pencils!) to a wide range of genres. Throughout school, we engage pupils with exciting stimuli - whether it be through trips, objects, mysterious events occurring or transporting them all over the world using our Immersive Classroom. High quality, topic related reading text underpin the writing opportunities for our pupils and this is essential in order to achieve depth, flair and stylisation of writing.

Teachers model writing through shared writing and text interrogations. The teaching of grammar and vocabulary that is genre specific and allows pupils to understand how authors manipulate punctuation, tense, sentence structure and language for impact. Pupils also have regular opportunities to collaborate with peers which supports them to apply their new learning. Following this, both teacher and peer feedback form an integral part of our writing process. After receiving specific feedback, pupils edit and improve their writing independently.

Aut:

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**Year 6 Writing Progression**

Name:	(Emerging towards -1)	(Working towards - 2)	(At age related -3)	(Greater Depth - 4)
<b>Transcription: Spelling</b>				
<b>Use further prefixes and suffixes and understand the guidance for adding them</b>	Pupils are starting to, with support, spell words with prefixes and suffixes with or without associated changes in spelling: e.g. applicable, adorable, reliable, changeable, noticeable.	Pupil can, with support, spell words with prefixes and suffixes with or without associated changes in spelling: e.g. applicable, adorable, reliable, changeable, noticeable.	Pupil can spell words with prefixes and suffixes with or without associated changes in spelling: e.g. legible, preference, dependable.	Pupil can almost always spell words with prefixes and suffixes with or without associated changes in spelling: e.g. applicable, adorable, reliable, changeable, noticeable.
<b>Spell some words with 'silent' letters: e.g. knight, psalm, solemn</b>	Start to spell some simple common words with silent letters.	Spells some common ps, psy and gn words correctly: e.g. psalm, gnaw.	Spells most common ps, psy, gn and silent n words correctly: e.g. as left and government, environment.	Spells nearly all ps, psy, gn and silent n words correctly
<b>Continue to distinguish between homophones and other words which are often confused</b>	Starting to distinguish and correctly spells some confusing pairs.	Distinguishes and correctly spells some confusing pairs: e.g. guessed/guest, serial/cereal, bridal/bridle, altar/alter, desert/dessert, draft/draught, aisle/isle, advise/advice, practise/practice, license/licence, stationary/stationery, principal/principle.	Distinguishes and correctly spells most confusing pairs: e.g. assent/ascent, decent/descent, compliment/complement, affect/effect, precede/proceed, devise/device, prophesy/prophecy, morning/mourning	Distinguishes and correctly spells nearly all confusing pairs:
<b>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</b>	Pupils are starting to, with support, draw on known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of anomalous words.	Pupil can, with support, draw on known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of anomalous words.	Able to draw on a wider range of known root words to correctly spell inflected words and other words related by meaning; operates some successful strategies for learning and recalling spelling of anomalous words: e.g. sounds the silent letters in tricky words like government, muscle, guarantee; uses knowledge of common letter strings in affixes and the rules for adding them; uses mnemonic as a last resort.	Almost always able to draw on known root words to correctly spell inflected words and other words related by meaning; operates a range of effective strategies for learning and recalling spelling of anomalous words.
<b>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</b>	Pupils are starting to navigate to find the initial letter of a word and then need support with the next steps of fine tuning.	Pupil can, with support, navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the third and fourth letter, then read and understand the definition	Pupil turns confidently and readily to the dictionary to find the initial letter of any word, using the guide words to fine tune their search to the third or fourth letter and beyond, then independently reads and understands the definition	Pupil turns spontaneously to the dictionary to extend vocabulary, especially when reading independently or after listening to a speaker.
<b>Use a thesaurus</b>		Pupil can, with support, use a thesaurus to introduce varied and precise vocabulary, keep descriptors, and avoid repetitious language.	Pupil can usually use a thesaurus to introduce varied and precise vocabulary and avoid repetitious or bland language: e.g. backing up choices with a dictionary check to ensure selected word is appropriate.	Pupil can almost always use a thesaurus to introduce varied and precise vocabulary and avoid repetitious language: e.g. after proof-reading own work, turns spontaneously to thesaurus to address perceived need for wider and more varied vocabulary.

<b>Transcription: Handwriting -Write legibly, fluently and with increasing speed by:</b>				
<b>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</b>	Pupil is starting to make choices over letter shapes and joins to ensure fluency and legibility and is increasing the pace of writing while almost sustaining neatness and accuracy.	Pupil sometimes independently makes choices over letter shapes and joins to ensure fluency and legibility and is increasing the pace of writing while sustaining neatness and accuracy.	Pupil can make choices over letter shapes and joins to ensure fluency, legibility and good presentation and is increasing the pace of writing while sustaining neatness and accuracy: e.g. chooses unjoined style for labelling a diagram or data, writing an email address or algebra.	Pupil can almost always make choices over letter shapes and joins to ensure fluency, legibility, good presentation and individuality and is increasing the pace of writing while sustaining neatness and accuracy.
<b>choosing the writing implement that is best suited for a task</b>	With support, pupil can select the appropriate writing instrument and is beginning to increase the pace of writing while almost sustaining neatness and legibility.	With support, pupil can select the appropriate writing instrument and is beginning to increase the pace of writing while sustaining neatness and legibility.	Pupil can select the appropriate writing instrument: e.g. colour-coded markers for explaining keys on maps or labelling axes on a graph and is increasing the pace of writing while sustaining neatness and legibility across longer passages.	Pupil can nearly always select the appropriate writing instrument and justify their choice: e.g. as at left and can explain why a particular pen colour and thickness was chosen for a particular poster or flyer and is able to write quickly and for extended periods without loss of neatness and legibility or undue strain or cramp.
<b>Writing: Composition- Plan their writing by:</b>				
<b>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</b>	Pupils are starting to, with support, identify the intended audience and purpose for writing and choose a suitable writing model from a range of familiar texts to support their own writing.	Pupil can, with support, identify the intended audience and purpose for writing and choose a suitable writing model from a range of familiar texts to support their own writing.	Pupil can identify the intended audience and purpose for writing and choose a suitable writing model from a range of familiar texts to support their own writing. Uses a favourite poem as a model for their own writing.	Pupil can almost always identify the intended audience and purpose for writing and choose a suitable writing model from a secure mental selection to support their own writing.
<b>Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary</b>	Pupils are starting to, with support, think aloud and record their ideas, sometimes choosing ideas for impact and to enhance the effectiveness of what they write, drawing on independent reading and research.	Pupil can, with support, think aloud and record their ideas, sometimes choosing ideas for impact and to enhance the effectiveness of what they write, drawing on independent reading and research.	Pupil can think aloud and record their ideas, sometimes drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write: e.g. selecting from a range of planning models to organise and develop related ideas drawn from notes made when reading and researching.	Pupil can think aloud and record their ideas, drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write.

<p><b>Plan their writing by: In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</b></p>	<p>With support, pupils are starting to draw on and adapt what they have learned about how authors develop characters and settings to help them create their own.</p>	<p>With support, pupil can draw on and adapt what they have learned about how authors develop characters and settings to help them create their own.</p>	<p>Pupil can draw imaginatively on what they have learned about how authors develop characters and settings to help them create their own: e.g. drawing on known characters and adapting them, taking elements from different settings and combining them in new ways.</p>	<p>Pupil can draw confidently and imaginatively on what they have learned about how authors develop characters and settings to help them create their own, and is capable of developing lively, convincing narratives.</p>
<p><b>Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</b></p>	<p>Pupil are starting to select appropriate grammar and vocabulary and is beginning to be able to make choices to change and enhance meaning.</p>	<p>Pupil can sometimes select appropriate grammar and vocabulary and is beginning to be able to make choices to change and enhance meaning.</p>	<p>Pupil can usually select appropriate grammar and vocabulary and is able to make choices to change and enhance meaning: e.g. choose the most appropriate word from a range of synonyms or newly acquired subject specialist vocabulary, ensuring precision or expressing nuances of meaning.</p>	<p>Pupil can almost always select appropriate grammar and vocabulary and is able to make choices to change and enhance meaning.</p>
<p><b>Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</b></p>	<p>Pupils are starting to when prompted, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p>	<p>Pupil can, when prompted, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p>	<p>Pupil can usually describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action: e.g. help reader distinguish between characters by introducing variations in their vocabulary choices, using expanded noun phrases, adverbials and relative clauses.</p>	<p>Pupil can almost always describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Pupil can apply what they have learned about standard English and non-standard English: e.g. writing dialogue for character.</p>
<p><b>Draft and write by: precisising longer passages</b></p>	<p>Pupils are starting to, with support, précis longer passages and justify inclusions and exclusions.</p>	<p>Pupil can, with support, précis longer passages and justify inclusions and exclusions.</p>	<p>Pupil can usually précis longer passages, identifying key ideas, reformulating them coherently in their own words and justifying inclusions and exclusions.</p>	<p>Pupil can almost always précis longer passages identifying key ideas, reformulating them elegantly in their own words and justifying inclusions and exclusions.</p>
<p><b>Draft and write by: using a wide range of devices to build cohesion within and across paragraphs</b></p>	<p>Pupils are beginning, with support, organise writing into a logical sequence of paragraphs: e.g. by using topic sentences and developing an idea within each paragraph.</p>	<p>Pupil can, with support, organise writing into a logical sequence of paragraphs: e.g. by using topic sentences and developing an idea within each paragraph.</p>	<p>Pupil can produce internally coherent paragraphs in a logical sequence and understands and deploys some hooking devices to create cohesion between paragraphs: e.g. repetition of a key word or phrase in the final sentence of one paragraph and the opening sentence of the next; using conjunctions such as furthermore, moreover, on the other hand, or conversely, to link paragraphs.</p>	<p>Pupil can produce internally coherent paragraphs in a logical sequence and link them, signposting the reader, and understands and deploys a range of hooking devices to create cohesion between paragraphs: e.g. Conclusions explicitly refer back to openings; element of summary included in conclusions.</p>

<p><b>Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</b></p>	<p>Pupils are starting to, when prompted, use further organisational and presentational devices to structure text and to guide the reader: e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs.</p>	<p>Pupil can, when prompted, use further organisational and presentational devices to structure text and to guide the reader: e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs.</p>	<p>Pupil can usually use further organisational and presentational devices to structure text and to guide the reader: e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs; link closing to opening; include glossary, fact box etc.</p>	<p>Pupil can almost always use further organisational and presentational devices to structure text and to guide the reader: e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs; link closing to opening; include glossary, fact box, footnotes, references, bibliography.</p>
<p><b>Evaluate and edit by: assessing the effectiveness of their own and others' writing</b></p>	<p>Pupils are starting to, with support, sometimes work alone and with a partner to evaluate writing against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and is beginning to feedback appropriately in detail.</p>	<p>Pupil can, with support, sometimes work alone and with a partner to evaluate writing against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and is beginning to feedback appropriately in detail.</p>	<p>Pupil can usually work alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and feeding back appropriately with helpful details.</p>	<p>Pupil can almost always work alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and confidently feeding back appropriately with helpful details.</p>
<p><b>Evaluate and edit by: proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</b></p>	<p>Pupils are starting to, with support, sometimes propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing.</p>	<p>Pupil can, with support, sometimes propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing.</p>	<p>Pupil can usually propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing, making specific suggestions to a writing partner or incorporating such changes in their own writing: e.g. You've used 'but' to join those two clauses: 'He opened the door but the room stood empty! It could be much more dramatic if you used a colon instead. The reader is expecting the room to be packed with people so it's a shock that the character finds it empty. That's where a colon will work. 'He opened the door: the room stood empty!'</p>	<p>Pupil can almost always propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing.</p>

<p><b>Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing</b></p>	<p>Pupils are starting to, with support, sometimes write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative.</p>	<p>Pupil can, with support, sometimes write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative.</p>	<p>Pupil can usually write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative, checking for these when editing: e.g. in flashbacks, letters and interviews.</p>	<p>Pupil can almost always write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative.</p>
<p><b>Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</b></p>	<p>Pupils are starting to, with support, begin to choose the appropriate register (standard or colloquial language) as appropriate for writing.</p>	<p>Pupil can, with support, begin to choose the appropriate register (standard or colloquial language) as appropriate for writing.</p>	<p>Pupil consciously chooses the appropriate register (standard or colloquial language as appropriate) for writing: e.g. casual language for an email or text to a close friend, more formal constructions when writing to a supermarket manager asking for donations to the class charity raffle.</p>	<p>Pupil consciously chooses the appropriate register (standard or colloquial language as appropriate) for writing to good effect, deploying this knowledge across a range of independent writing</p>
<p><b>Proof-read for spelling and punctuation errors</b></p>	<p>Pupils are starting to, with support, spot some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items</p>	<p>Pupil can, with support, spot some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items</p>	<p>Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items: e.g. I called my character's leap from rooftop to balcony 'death defying', but I know I need to use a hyphen when I double up words like that to make an adjective. I'll make it 'a death-defying leap'; There is no 'w' or 'i' in the word language. Remember we learned it by saying 'lan-goo-age'? Use letter 'u' then 'a-g-e' and it will be correct.</p>	<p>Pupil can consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Pupil draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.</p>
<p><b>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</b></p>	<p>Pupils are starting to, when prompted, perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Pupil can, when prompted, perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Pupil can perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear: e.g. monitor, maintain or regain audience engagement, speaking loudly enough to be heard.</p>	<p>Pupil can almost always perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear, almost always engaging and maintaining the audience even for longer compositions.</p>

<b>Writing: Vocabulary, Grammar and Punctuation:</b>				
<b>Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely</b>	Pupil are starting to, when prompted, use expanded noun phrases to convey complicated information concisely.	Pupil can, when prompted, use expanded noun phrases to convey complicated information concisely.	Pupil can usually use expanded noun phrases to convey complicated information concisely: e.g. ...the younger predators with less experience of hunting and fewer successful kills...; ...those pupils with completed art work and no overdue homework assignments...	Pupil can almost always use expanded noun phrases to convey complicated information concisely and uses them across a range of independent writing.
<b>Converting nouns or adjectives into verbs using suffixes: e.g. -ate, -ise, -ify</b>	Pupil are starting to, with support, sometimes convert nouns or adjectives into verbs.	Pupil can, with support, sometimes convert nouns or adjectives into verbs.	Pupil can usually convert nouns or adjectives into verbs: e.g. example into exemplify; class into classify; magnet into magnetise; orchestra into orchestrate.	Pupil can almost always convert nouns or adjectives into verbs.
<b>Verb prefixes: e.g. dis-, de-, mis-, over-, re-</b>	Pupil are starting to, with support, use prefixes to generate new verbs.	Pupil can, with support, use prefixes to generate new verbs.	Pupil can usually use prefixes to generate new verbs: e.g. disapprove; defuse, misunderstand, overestimate, recombine.	Pupil can almost always use prefixes to generate new verbs: e.g. decelerate, demystify.
<b>Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</b>	Pupil are starting to, when prompted, use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Pupil can, when prompted, use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Pupil can usually use embedded relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun to write complex sentences that sometimes use embedded relative clauses needing parenthetical commas: e.g. The riverbank where we used to play was washed away in last week's flood.; Our teacher, whose special skill is playing the guitar, accompanied our song at leavers' assembly.; The school hall, which has become quite shabby, is being repainted over the summer holiday.	Pupil confidently uses relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun, across a range of independent writing, using parenthetical commas for embedded relative clauses.
<b>Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of possibility</b>	Pupil are starting to, when prompted, use modal verbs or adverbs to indicate degrees of possibility.	Pupil can, when prompted, use modal verbs or adverbs to indicate degrees of possibility.	Pupil confidently uses modal verbs or adverbs to indicate degrees of possibility: e.g. might have done... could have acted... ought to have listened... should have known usually, frequently, probably, regularly, seldom, almost never.	Pupil can almost always use modal verbs or adverbs to indicate degrees of possibility, including using modals to write about things that never happened: e.g. If dinosaurs had survived, we might have been tucking in to brontosaurus burgers for school dinner today!

<p><b>Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause</b></p>	<p>Pupil are starting to, with support, use the present perfect form of verbs to mark relationships of time and cause: e.g. She has taken her seat (and is still in it, or we would write she took her seat);The clock has struck twelve (so Cinderella had better hurry).</p> <p>Pupils are starting to understand that the past perfect form is another variation to show relationships of time and cause and, with support, is beginning to experiment with using it.</p>	<p>Pupil can, with support, use the present perfect form of verbs to mark relationships of time and cause: e.g. She has taken her seat (and is still in it, or we would write she took her seat);The clock has struck twelve (so Cinderella had better hurry).</p> <p>Pupil understands that the past perfect form is another variation to show relationships of time and cause and, with support, is beginning to experiment with using it.</p>	<p>Pupil confidently uses the present perfect form of verbs to mark relationships of time and cause and is usually able to choose to use the past perfect form to mark relationships of time and cause: e.g. She had known for some time that the money was missing but had hoped it would turn up.</p>	<p>Pupil confidently always uses the present perfect and past perfect forms of verbs to mark relationships of time and cause and combines them appropriately in writing: e.g. they had always intended to have a holiday there but the recent earthquake has changed their plans.</p>
<p><b>Using passive verbs to affect the presentation of information in a sentence</b></p>	<p>Pupil are starting to, with support, to understand how use of the passive voice enables the writer to put the agent of the action in the background: e.g. 'The contaminated water was poured through a sieve', in contrast to: 'We poured the contaminated water through a sieve'.</p>	<p>Pupil is beginning, with support, to understand how use of the passive voice enables the writer to put the agent of the action in the background: e.g. 'The contaminated water was poured through a sieve', in contrast to: 'We poured the contaminated water through a sieve'.</p>	<p>Pupil can use the passive voice appropriately in independent writing such as writing up a science investigation: e.g. The temperature of the ice was measured at five-minute intervals or explaining a geographical phenomenon: e.g. Rocks are gradually worn down by rain and wind.</p>	<p>Pupil confidently and appropriately uses the passive voice across a wide range of independent writing, demonstrating understanding of the nuances of meaning thus achieved.</p>
<p><b>Devices to build cohesion, including adverbials of time, place and number</b></p>	<p>Pupil are starting to, with support, use devices to build cohesion, including adverbials of time, place and number.</p>	<p>Pupil can, with support, use devices to build cohesion, including adverbials of time, place and number.</p>	<p>Pupil can usually use devices to build cohesion, including adverbials of time, place and number: e.g. linking ideas within and across paragraphs using later, nearby, secondly.</p>	<p>Pupil can almost always use devices to build cohesion, including adverbials of time, place and number. Y6 tense choices he had seen her before...</p>
<p><b>Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information</b></p> <p><b>How hyphens can be used to avoid ambiguity</b></p>	<p>With lots of support, pupil can use the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi- colons within lists. Pupil is aware of the need to punctuate bullet points accurately and beginning to understand how hyphens can be used to avoid ambiguity.</p>	<p>With support, pupil can use the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists. Pupil is aware of the need to punctuate bullet points accurately and beginning to understand how hyphens can be used to avoid ambiguity.</p>	<p>Pupil can use the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi- colons within lists. Pupil punctuates bullet points accurately and uses hyphens to avoid ambiguity e.g. It's raining; I'm fed up; He opened the treasure chest: it was empty; a nail- biting moment; re-enter; re-interpret, re-invent . Pupil applies this knowledge across a wide range of independent writing.</p>	<p>Pupil confidently and consistently uses the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi- colons within lists. Pupil punctuates bullet points accurately and confidently uses hyphens to avoid ambiguity. Pupil applies this knowledge across a wide range of independent writing and is exploring in their own writing the use of more sophisticated punctuation encountered in their personal wider reading.</p>



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**Year 5 Writing Progression**

Name:	(Emerging towards -1)	(Working towards - 2)	(At age related -3)	(Greater Depth - 4)
<b>Transcription: Spelling</b>				
<b>Use further prefixes and suffixes and understand the guidance for adding them</b>	Pupil are beginning to, with support, spell words with prefixes and suffixes with or without associated changes in spelling.	Pupil can, with support, spell words with prefixes and suffixes with or without associated changes in spelling.	Pupil can usually spell words with prefixes and suffixes with or without associated changes in spelling: e.g. applicable, adorable, reliable, changeable, noticeable.	Pupil can almost always spell words with prefixes and suffixes with or without associated changes in spelling.
<b>Spell some words with 'silent' letters: e.g. knight, psalm, solemn</b>	Attempt to spell some common kn, mb and stle words correctly: e.g. knee, thumb, rustle.	Spells some common kn, mb and stle words correctly: e.g. knee, thumb, rustle.	Spells most common kn, mb, stle, mn, silent b words correctly: e.g. as at left, and solemn, debt.	Spells nearly all kn, mb, stle, mn, silent b and silent n words correct
<b>Continue to distinguish between homophones and other words which are often confused</b>	Pupils are beginning to distinguish and starting correctly spells some confusing pairs	Distinguishes and correctly spells some confusing pairs: e.g. led/lead, farther/father, aloud/allowed, new/knew, herd/heard, steal/steel, past/passed, weather/whether, whose/who's.	Distinguishes and correctly spells most confusing pairs: e.g. as at left and guessed/guest, serial/cereal, bridal/bridle, altar/alter, desert/dessert, draft/draught, stationary/stationery, principal/principle.	Distinguishes and correctly spells nearly all confusing pairs: e.g. as at left and aisle/isle, advise/advice, practise/practice, license/licence.
<b>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</b>	With support, pupil is able to draw on known root words to mostly correctly spell inflected words and other words related by meaning; is beginning to have some successful strategies for learning and recalling spelling of anomalous words	With support, pupil is able to draw on known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of anomalous words.	Pupil is usually able to draw on a range of known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of anomalous words: e.g. using known spelling of ordinary to help spell extraordinary, ordinarily	Pupil is almost always able to draw on known root words to correctly spell inflected words and other words related by meaning; has a range of successful strategies for learning and recalling spelling of anomalous words.
<b>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</b>	With support, pupil can navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search, then read and understand the definition	With support, pupil can navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the second letter, then read and understand the definition.	Pupil can usually navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the third or fourth letter, then independently read and understand the definition.	Pupil can almost always navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the fourth or subsequent letter, then independently read and understand the definition.
<b>Use a thesaurus</b>	Pupils are beginning to, with support, sometimes use a thesaurus to introduce varied and precise vocabulary.	Pupil can, with support, sometimes use a thesaurus to introduce varied and precise vocabulary.	Pupil can usually use a thesaurus to introduce varied and precise vocabulary: e.g. after proof-reading own work with a partner or alone, turns spontaneously to thesaurus to address perceived need for wider and more varied vocabulary.	Pupil can almost always use a thesaurus to introduce varied and precise vocabulary.

<b>Transcription: Handwriting -Write legibly, fluently and with increasing speed by:</b>				
<b>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</b>	Pupils are beginning to make choices over letter shapes and joins to ensure fluency and legibility.	With support, pupil can make choices over letter shapes and joins to ensure fluency and legibility.	Pupil can usually make choices over letter shapes and joins to ensure fluency, legibility and good presentation.	Pupil can almost always make choices over letter shapes and joins to ensure fluency, legibility, good presentation and individuality.
<b>choosing the writing implement that is best suited for a task</b>	With guidance, pupil can select the appropriate writing instrument	With some support, pupil can select the appropriate writing instrument: e.g. a pen for formal writing, a pencil for note-taking.	Pupil can usually select the appropriate writing instrument: e.g. a pencil for making notes, a pen for formal writing.	Pupil can nearly always select the appropriate writing instrument and justify their choice: e.g. explain why a particular pen colour and thickness was chosen for a particular poster or flyer.
<b>Writing: Composition- Plan their writing by:</b>				
<b>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</b>	With extensive support, pupil can identify the intended audience and purpose for writing and select from a range of writing models offered	With support, pupil can identify the intended audience and purpose for writing and select from a range of writing models offered.	Pupil can usually identify the intended audience and purpose for writing and choose a suitable writing model to support their own writing: e.g. an information leaflet for fellow pupils offering guidance and advice on a new sport.	Pupil can almost always identify the intended audience and purpose for writing and choose a suitable writing model to support their own writing.
<b>noting and developing initial ideas, drawing on reading and research where necessary</b>	Pupils are starting to, with support, sometimes think aloud and record their ideas, sometimes drawing on independent reading and research.	Pupil can, with support, sometimes think aloud and record their ideas, sometimes drawing on independent reading and research.	Pupil can usually think aloud and record their ideas, sometimes drawing on independent reading and research: e.g. use a spider gram planning model to organise and develop related ideas drawn from reading and research.	Pupil can almost always think aloud and record their ideas, sometimes drawing on independent reading and research.
<b>Plan their writing by: In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</b>	With support, pupil can draw on what they have learned about how authors develop characters and settings and use aspects of this to create their own.	With support, pupil can draw on what they have learned about how authors develop characters and settings to help them create their own.	Pupil can usually draw on what they have learned about how authors develop characters and settings to help them create their own: e.g. planning two or three main characters who are clearly distinguishable from each other and placing them in a setting modelled on a favourite story or pupil's own locality.	Pupil can draw confidently and imaginatively on what they have learned about how authors develop characters and settings to help them create their own.
<b>Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</b>	Pupils are starting to, with support, select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning.	Pupil can, with support, select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning.	Pupil can usually select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning: e.g. make deliberate vocabulary choices for effect, select specialist vocabulary to match the topic.	Pupil can almost always select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning.

<p><b>Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</b></p>	<p>Pupils are starting to, with support, describe settings, characters and atmosphere and is beginning to experiment with integrating dialogue to convey character and advance the action.</p>	<p>Pupil can, with support, describe settings, characters and atmosphere and is beginning to experiment with integrating dialogue to convey character and advance the action.</p>	<p>Pupil can usually describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action, evoke atmosphere through detailed description, portray characters through meaningful interaction and dialogue that moves the story on: e.g. 'Watch out, you've left the door open!' 'Too late - the dog's made a bolt for it!'</p>	<p>Pupil can almost always describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action, drawing on the modelled story and their own wider reading of fiction.</p>
<p><b>Draft and write by: precisng longer passages</b></p>	<p>Pupil can, with support, précis passages.</p>	<p>Pupil can, with support, précis longer passages.</p>	<p>Pupil can usually précis longer passages: e.g. identify key points from the passage and reformulate them coherently in their own words.</p>	<p>Pupil can almost always précis longer passages.</p>
<p><b>Draft and write by: using a wide range of devices to build cohesion within and across paragraphs</b></p> <p><b>KPI gives examples: then, after that, this firstly</b></p>	<p>Pupils are beginning to, with support, organise writing into a logical sequence of paragraphs: e.g. by using pronouns or adverbials within paragraphs to link to subjects introduced in the opening sentence</p>	<p>Pupil can, with support, organise writing into a logical sequence of paragraphs: e.g. by using pronouns or adverbials within paragraphs to link to subjects introduced in the opening sentence.</p>	<p>Pupil can usually produce internally coherent paragraphs in a logical sequence: e.g. using topic sentences to pose rhetorical questions which are answered within the paragraph, main idea supported or elaborated by subsequent sentences.</p>	<p>Pupil can almost always produce internally coherent paragraphs in a logical sequence and link them, signposting the reader: e.g. establishing simple links between paragraphs through use of language like firstly, next, moreover.</p>
<p><b>Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</b></p>	<p>Pupils are beginning to, with support, sometimes use further organisational and presentational devices, to structure text and to guide the reader: e.g. use headings and subheadings, organise ideas so related points are grouped, signal openings and closings.</p>	<p>Pupil can, with support, sometimes use further organisational and presentational devices, to structure text and to guide the reader: e.g. use headings and subheadings, organise ideas so related points are grouped, signal openings and closings.</p>	<p>Pupil can usually use further organisational and presentational devices to structure text and to guide the reader: e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs.</p>	<p>Pupil can almost always use further organisational and presentational devices to structure text and to guide the reader: e.g. select and integrate relevant diagrams, charts or graphs, use bullet points to organise material, link closing to opening.</p>
<p><b>Evaluate and edit by: assessing the effectiveness of their own and others' writing</b></p>	<p>Pupils are beginning to, with support, work alone and with a partner to evaluate writing against agreed success criteria, identifying aspects for alteration linked to previous teaching.</p>	<p>Pupil can, with support, sometimes work alone and with a partner to evaluate writing against agreed success criteria, identifying aspects for alteration linked to previous teaching.</p>	<p>Pupil can usually work alone and with a partner to evaluate writing against agreed success criteria, identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately to the writer.</p>	<p>Pupil can almost always work alone and with a partner to evaluate writing against agreed success criteria identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately and confidently to the writer.</p>

<p><b>Evaluate and edit by: proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</b></p>	<p>Pupils are beginning to, with support, propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing.</p>	<p>Pupil can, with support, sometimes propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing.</p>	<p>Pupil can usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing: e.g. making specific suggestions to a writing partner or incorporating such changes in their own writing, such as: 'I've written: 'I took a picture of my friend, who won the 200m sprint with his grandmother.' I need to put a second comma in there after 'sprint' to help the reader make sense of what I wrote. It makes the reader think the grandmother sprinted too if I leave it without a comma.</p>	<p>Pupil can almost always propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing.</p>
<p><b>Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing</b></p>	<p>Pupils are beginning to write using tense consistently and correctly throughout with support and guidance.</p>	<p>Pupil can, with support, sometimes write using tense consistently and correctly throughout.</p>	<p>Pupil can write using tense consistently and correctly throughout: e.g. use past tense in narrative, present tense in non-chronological report and identify and correct own lapses readily.</p>	<p>Pupil can almost always write using tense consistently and correctly throughout.</p>
<p><b>Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</b></p>	<p>Pupil is starting to understand that some colloquial spoken subject/verb pairings do not agree and use correct forms in writing: e.g. we were (not we was). Pupil can, with support, identify examples of informal speech patterns and structures in their own writing and amend to reflect standard English usage where appropriate.</p>	<p>Pupil can, with support, understand that some colloquial spoken subject/verb pairings do not agree and use correct forms in writing: e.g. we were (not we was). Pupil can, with support, identify examples of informal speech patterns and structures in their own writing and amend to reflect standard English usage where appropriate.</p>	<p>Pupil understands that common group nouns take the singular verb form: e.g. the football team is happy to be playing against Dullford; the government has decided to change exams Pupil demonstrates this knowledge across a wide range of independent writing. Pupil can usually identify examples of informal speech patterns and structures in their own and others' writing and amend or suggest amendments to reflect standard English usage where appropriate.</p>	<p>Pupil understands that common group nouns take the singular verb form and can edit own and others' work to amend this.  Pupil can almost always identify examples of informal speech patterns and structures in their own and others' writing and amend or suggest amendments to reflect standard English usage where appropriate.</p>

<p><b>Proof-read for spelling and punctuation errors</b></p>	<p>With prompting, pupils are starting to spot some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items.</p>	<p>With support, pupil can spot some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items.</p>	<p>Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items: e.g. You're writing a letter back from space and you've dropped some extra information inside that sentence. It needs to be marked out parenthetically. You could use commas, but why not use two dashes seeing you're writing to your dad and it's informal?; remember, gracious comes from the root word grace so there's no t in it. Change it to letter c like in grace and you'll have it right.</p>	<p>Pupil can consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Pupil draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.</p>
<p><b>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</b></p>	<p>Pupil is starting to, with support, perform their own compositions, beginning to use appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Pupil can, with support, perform their own compositions, beginning to use appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Pupil can perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear, monitoring and maintaining audience attention, speaking loudly enough to be heard</p>	<p>Pupil can almost always perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
<p><b>Writing: Vocabulary, Grammar and Punctuation:</b></p>				
<p><b>Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely</b></p>	<p>Pupil is beginning to use expanded noun phrases to sometimes convey precise and detailed information</p>	<p>Pupil is beginning to use expanded noun phrases to convey precise and detailed information concisely.</p>	<p>Pupil can usually use expanded noun phrases to convey precise and detailed information concisely: e.g. ...the small playground with the horizontal climbing wall...; ...the north coast beaches with the best surf...; ...a tiny kitten with its eyes still closed...</p>	<p>Pupil can almost always use expanded noun phrases to convey precise and detailed information concisely.</p>
<p><b>Converting nouns or adjectives into verbs using suffixes: e.g. -ate, -ise, -fy</b></p>	<p>Pupil, with guidance, is starting to convert nouns or adjectives into verbs.</p>	<p>Pupil can, with support, sometimes convert nouns or adjectives into verbs.</p>	<p>Pupil can usually convert nouns or adjectives into verbs: e.g. hyphen into hyphenate; terrific into terrify; random into randomise.</p>	<p>Pupil can almost always convert nouns or adjectives into verbs.</p>

<b>Verb prefixes: e.g. dis-, de-, mis-, over-, re-</b>	Pupil is starting to use prefixes to generate new verbs.	Pupil can, with support, use prefixes to generate new verbs.	Pupil can use prefixes to generate new verbs: e.g. disapprove; defuse, misunderstand, overestimate, recombine.	Pupil can almost always use prefixes to generate new verbs.
<b>Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</b>	Pupil has an awareness of using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	With support, pupil is beginning to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Pupil can usually use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun: e.g. The song (that) I like is being played on Radio Cornwall; The woman who moved in next door has a daughter my age; The boy whose cast you signed broke his leg playing rugby.	Pupil can almost always use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
<b>Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of possibility</b>	Pupil, with extensive support, is beginning to use modal verbs or adverbs to indicate degrees of possibility.	With support, pupil is beginning to use modal verbs or adverbs to indicate degrees of possibility.	Pupil can usually use modal verbs or adverbs to indicate degrees of possibility: e.g. there might be ... it could be ... we may be ... sometimes... possibly... occasionally.	Pupil can almost always use modal verbs or adverbs to indicate degrees of possibility.
<b>Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause</b>	Pupil is showing an awareness when choosing when to use the present perfect tense in contrast to the past where appropriate.	Pupil is beginning to choose when to use the present perfect tense in contrast to the past where appropriate.	Pupil can usually use the present perfect form of verbs to mark relationships of time and cause: e.g. She has gone on holiday (and is not yet back, or we would write she went on holiday), The coach has left without you (because you have just arrived late).	Pupil is confidently using the present perfect tense and beginning to experiment with using the past perfect in narrative and recount: e.g. Shackleton had begun to plan his expedition years before his departure.
<b>Devices to build cohesion, including adverbials of time, place and number</b>	Pupil can, with support, use devices to build cohesion, including adverbials of time, place and number.	Pupil can, with support, use devices to build cohesion, including adverbials of time, place and number.	Pupil can use devices to build cohesion, including adverbials of time, place and number: e.g. linking ideas within and across paragraphs using later, nearby, secondly	Pupil can almost always use devices to build cohesion, including adverbials of time, place and number.

<p><b>Brackets, dashes or commas to indicate parenthesis</b>  <b>Use of commas to clarify meaning or avoid ambiguity</b></p>	<p>With extensive support, pupil can identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil is not always sure whether brackets, dashes or commas are the most appropriate in each case and tends to make the same choice every time. Pupil is not yet consistent in deploying commas to clarify meaning or avoid ambiguity: e.g. may be unable to distinguish the difference in meaning between 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'.</p>	<p>With support, pupil can identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil is not always sure whether brackets, dashes or commas are the most appropriate in each case and tends to make the same choice every time. Pupil is not yet consistent in deploying commas to clarify meaning or avoid ambiguity: e.g. may be unable to distinguish the difference in meaning between 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'.</p>	<p>Pupil can identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil can decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently. Pupil is consistent in deploying commas to clarify meaning or avoid ambiguity: e.g. is able to distinguish the difference in meaning between 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'.</p>	<p>Pupil can identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil can decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently and consistently. Pupil is consistent in deploying commas accurately to clarify meaning or avoid ambiguity: e.g. is able to distinguish the difference in meaning between and construct sentences like 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'. Pupil demonstrates this knowledge across a range of independent writing.</p>
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Aut:

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**Year 4 Writing Progression**

Name:	(Emerging towards -1)	(Working towards -2)	(At age related -3)	(Greater Depth -4)
<b>Transcription: Spelling</b>				
<b>Use further prefixes and understand how to add them (English Appendix 1)</b>	Pupil is beginning to spell words with prefixes without any associated changes in spelling. They can explain the meaning of some prefixes: e.g.  un-, dis-, mis-, in-.	Pupil can, when prompted, spell words with prefixes without any associated changes in spelling. They can explain the meaning of some prefixes: e.g.  un-, dis-, mis-, in-.	Pupil can usually correctly spell words with prefixes without any associated changes in spelling. They can explain the meaning of most prefixes: e.g. all of the ones at left and il-, im-, ir-, re-, sub-.	Pupil can consistently and confidently correctly spell words with prefixes without any associated changes in spelling. They can explain the meaning of almost all prefixes: e.g. all of the ones at left and inter-, super-, anti-, auto-.
<b>Use further suffixes and understand how to add them (English Appendix 1)</b>	With support pupil can spell words where suffixes beginning with vowel letters are added to words of more than one syllable. They can, when prompted, explain this spelling pattern to others (see Appendix 1 p 49).	With support pupil can spell words where suffixes beginning with vowel letters are added to words of more than one syllable. They can, when prompted, explain this spelling pattern to others (see Appendix 1 p 49).	Pupil can usually correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word. They can usually explain this spelling pattern and its rules to others: e.g. forgetting, beginner, preferred, trodden, referee, deferred, inferred.	Pupil can consistently and confidently correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word. They can confidently explain this spelling pattern and its rules to others.
<b>Spell further homophones</b>	Pupil is starting to distinguish between and sometimes correctly spell further homophones and near- homophones.	Pupil can, with support, distinguish between and sometimes correctly spell further homophones and near-homophones.	Pupil can usually distinguish between and correctly spell further homophones and near- homophones: e.g. whose/who's, peace/piece, whether/weather, medal/meddle (see Appendix 1 pg 63).	Pupil can consistently and confidently distinguish between and almost always correctly spell further homophones and near-homophones.



<p><b>Spell words that are often misspelt (English Appendix 1)</b></p>	<p>Pupil are starting to with reminders, identify their most common spelling mistakes and can use one or two taught strategies to reduce them.</p>	<p>Pupil can, when prompted, identify their most common spelling mistakes and can use one or two taught strategies to reduce them.</p>	<p>Pupil can independently identify their most common spelling mistakes and select the most appropriate from a range of taught strategies to reduce them: e.g. phonics first approach; identifying the tricky bits; starting with the root words and adding affixes; creating a mnemonic sentence; remembering the spelling of library by exaggeratedly pronouncing the word to emphasis the tricky bits: lie- brare-ee.</p>	<p>Pupil can readily identify their most common spelling mistakes and confidently select the most appropriate from a range of taught strategies to reduce them.</p>
<p><b>Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's</b></p>	<p>Pupils are beginning to place the possessive apostrophe accurately in words with regular plurals, and in words with irregular plurals.</p>	<p>With support pupil can place the possessive apostrophe accurately in words with regular plurals, and in words with irregular plurals. With prompting, they can explain this punctuation rule to others.</p>	<p>Pupil can usually place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys', animals' and in words with irregular plurals e.g. men's, women's people's, children's, mice's. Pupil can usually explain this punctuation rule to others, spotting and correcting errors in own and others' writing.</p>	<p>Pupil can consistently and confidently place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals (see left). Pupil can almost always explain this punctuation rule to others, quickly spotting and correcting errors in own and others' writing.</p>
<p><b>Use the first two or three letters of a word to check its spelling in a dictionary</b></p>	<p>Pupil are starting to find words in a dictionary and, when prompted, can check their own attempt at spellings against the correct spelling and make any amendments.</p>	<p>Pupil can sometimes find words in a dictionary and, when prompted, can check their own attempt at spellings against the correct spelling and make any amendments.</p>	<p>Pupil can usually find words in a dictionary, can accurately check their own attempt at spellings against the correct spelling and make any amendments.</p>	<p>Pupil can consistently and confidently find words in a dictionary, can quickly and accurately check their own attempt at spellings against the correct spelling and make any amendments.</p>
<p><b>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</b></p>	<p>With support, pupil can remember and write most of a dictated sentence applying age-expected newly taught spelling patterns and punctuation with some accuracy.</p>	<p>With support, pupil can remember and write a dictated sentence applying age-expected newly taught spelling patterns and punctuation with some accuracy.</p>	<p>Pupil can usually remember and write a dictated sentence accurately applying newly taught spelling patterns and punctuation accuracy: e.g. It was hard to accept that the magician, who had been struck down by a mysterious illness, was going to disappoint the children's party.</p>	<p>Pupil can consistently and confidently remember and write a dictated sentence applying newly taught spelling and punctuation accurately.</p>

<b>Transcription: Handwriting</b>				
<b>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</b>	Pupil can form letters in accordance with the school's agreed house style. There is still quite a lot of inconsistency in decisions to join letters or leave letters unjoined.	Pupil can form letters in accordance with the school's agreed house style. There is still some inconsistency in decisions to join letters or leave letters unjoined.	Pupil can correctly form and join most letters in accordance with the school's agreed house style. There is some consistency in decisions to join letters or leave letters unjoined.	Pupil can correctly form and join all their letters in accordance with the school's agreed house style. There is usually consistency in decisions to join or leave letters unjoined.
<b>Increase the legibility, consistency and quality of their handwriting: e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</b>	Pupil's writing can usually be read without mediation but there is still some inconsistency.	Pupil's writing can usually be read without mediation and there is some consistency.	Pupil's writing can almost always be read; joined handwriting is the norm, written at a pace that usually keeps up with what pupils want to say.	Pupil's writing can be easily read; joined handwriting is the norm which is written at a pace that keeps up with what pupils want to say.
<b>Writing: Composition</b>				
<b>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</b>	Pupils are beginning to identify key organisational and language features of a shared text working with a partner, small group or the whole class. They can, when prompted, identify the text type by naming it.	With support pupil can identify key organisational and language features of a shared text working with a partner, small group or the whole class. They can, when prompted, identify the text type by naming it.	Pupil can usually identify and name key organisational and language features of a shared text working with a partner, small group or the whole class. They can usually identify the text type by naming it and when prompted describe a context/scenario for using it: e.g. the list at the top and the numbered bullets mean this is a set of instructions. You'd want these for putting a climbing frame together or making an omelette	Pupil can consistently and confidently identify, name and describe key organisational and language features of a shared text working with a partner, small group or the whole class. They can identify the text type by naming it and describe a context/scenario for using it.
<b>Plan their writing by: discussing and recording ideas</b>	Pupils with support, are starting to use notes and pictures, from discussion with others, to plan writing.	Pupil can, with support, use notes and pictures, from discussion with others, to plan writing.	Pupil can, independently, select the most relevant information, key vocabulary and most suitable ideas drawn from discussion and notes to plan own writing: e.g. takes notes during discussion and organises them later into a 'boxing up' frame or story mountain.	Pupil can consistently select the most relevant information, key vocabulary and most suitable ideas from discussion and notes to plan writing, improving and developing ideas to help plan own writing.

<p><b>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)</b></p>	<p>Pupils are starting to compose and orally rehearse sentences, sometimes incorporating new vocabulary. Variation in structure is limited to simple and sometimes compound structures.</p>	<p>Pupil can, with support, compose and orally rehearse sentences, sometimes incorporating new vocabulary. Variation in structure is limited to simple and sometimes compound structures.</p>	<p>Pupil can, independently, compose and orally rehearse sentences usually incorporating new vocabulary. Variation in sentence structure includes simple, compound and complex structures.</p>	<p>Pupil can, independently and confidently, compose and orally rehearse sentences, usually incorporating deliberate choices of vocabulary for impact. Variation in sentence structure includes: simple, compound and complex structures</p>
<p><b>Draft and write by: organising paragraphs around a theme</b></p>	<p>Pupil can, with intensive support, plan narrative and non-fiction texts into paragraphs before they begin writing. Pupil knows how to demarcate paragraphs on the page and is beginning to remember to do this as they write.</p>	<p>Pupil can, with support, plan narrative and non-fiction texts into paragraphs before they begin writing. Pupil knows how to demarcate paragraphs on the page and is beginning to remember to do this as they write.</p>	<p>Pupil can, independently, plan narrative and non-fiction texts into paragraphs before they begin to write: e.g. by using a 'boxing up' frame, five-part story mountain, story map or other planning tool to help 'chunk' their writing into paragraphs. Pupil knows how to demarcate paragraphs on the page and usually remembers to do this as they write.</p>	<p>Pupil can, independently, plan narrative and non-fiction texts into paragraphs before they begin to write. Some evidence of ideas being developed within and between paragraphs. Pupil knows how to demarcate paragraphs on the page and almost always remembers to do this as they write.</p>
<p><b>Draft and write by: in narratives, creating settings, characters and plot</b></p>	<p>Pupil can, with intensive support, create a convincing setting, characters and a simple plot but descriptions lack detail and plot tends to be over-reliant on action or on the modelled story.</p>	<p>Pupil can, with support, create a convincing setting, characters and a simple plot but descriptions lack detail and plot tends to be over-reliant on action or on the modelled story.</p>	<p>Pupil can usually create an appropriate setting, two or three distinguishable characters and a coherent plot. Descriptions contain some detail: e.g. Kim huddled deeper into the hairy wool jumper gran had knitted. 'It's too cold out here, I want go back home.' 'Don't be such a baby!' snapped Tyler, bossily, 'Look, the car's coming!'</p>	<p>Pupil can consistently and confidently create an appropriate setting, two or three clearly distinguishable characters and a coherent and convincing plot. Descriptions contain relevant detail and some meaningful interaction between characters.</p>
<p><b>Draft and write by: in non-narrative material, using simple organisational devices: e.g. as headings and sub-headings</b></p>	<p>Pupil are starting to cluster related information, write a main heading for the text and subheadings for each paragraph.</p>	<p>Pupil can sometimes cluster related information, write a main heading for the text and subheadings for each paragraph.</p>	<p>Pupil can usually cluster related information logically and write an engaging main heading for the text and relevant subheadings for each paragraph.</p>	<p>Pupil can consistently and confidently write an engaging and appropriate main heading for the text and suitable subheadings for each paragraph.</p>

<p><b>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</b></p>	<p>Pupils are starting to read back their own writing cumulatively as they go and others' completed writing, monitoring to check the meaning is clear. They can identify and make suggestions for alteration.</p>	<p>Pupil can, with support, read back their own writing cumulatively as they go and others' completed writing, monitoring to check the meaning is clear. They can identify and make suggestions for alteration.</p>	<p>Pupil can, usually and accurately, assess the effectiveness of their own and others' writing and make improvements: e.g. they check the meaning is clear and organisational features are correct. They can identify and make suggestions for alteration and improvement: e.g. My second sub-heading doesn't really match the content of the paragraph underneath it. I need to change one or the other.</p>	<p>Pupil can, consistently and accurately, assess the effectiveness of their own and others' writing and make improvements: e.g. they check the meaning is clear, spellings, punctuation and organisational features are correct. They can identify and make suggestions for alteration and improvement</p>
<p><b>Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</b></p>	<p>Pupils are starting to proof-read and amend their own writing, checking for accuracy of grammar and vocabulary and use of pronouns throughout the text.</p>	<p>Pupil can, with support, proof-read and amend their own writing, checking for accuracy of grammar and vocabulary and use of pronouns throughout the text.</p>	<p>Pupil can, independently, proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text: e.g. spotting repetitious language, verb/subject disagreement or lapses in tense</p>	<p>Pupil can consistently and confidently proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text.</p>
<p><b>Proof-read for spelling and punctuation errors</b></p>	<p>Pupils are starting to spot some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items.</p>	<p>With support pupils can spot some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items.</p>	<p>Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items: e.g. I started that sentence with a fronted adverbial but I forgot to put the comma in, so I'll fix that now; You have written 'proberbly' because that's how lots of people say it, but think about close family words like probable and probability and that will tell you it has to be spelled 'probably'.</p>	<p>Pupil can consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Pupil draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.</p>
<p><b>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</b></p>	<p>Pupils are beginning to read their writing loudly and clearly enough to be heard by all; there is a little expression and pausing at the end of sentences.</p>	<p>With support, pupil can read their writing loudly and clearly enough to be heard by all; there is some expression and pausing at the end of sentences.</p>	<p>Pupil can read loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation.</p>	<p>Pupil can read own writing loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation; there is some variety in pace and emphasis and some use of different voices for the audiences' enjoyment.</p>

<b>Writing: Vocabulary, Grammar and Punctuation:</b>				
<b>Form nouns using prefixes (super-, anti-)</b>	Pupils are starting to follow spelling rules to alter the meaning of nouns by adding prefixes; they can, when prompted, give a definition of the new noun.	Pupil can follow spelling rules to alter the meaning of nouns by adding prefixes; they can, when prompted, give a definition of the new noun.	Pupil can usually follow spelling rules to alter the meaning of nouns by adding prefixes; they can give a clear definition of the new noun e.g. super-, supermarket, superman, superstar.	Pupil can, consistently and confidently, follow the spelling rules to alter the meaning of nouns by adding prefixes; they can give a precise definition for almost all new nouns.
<b>Word families based on common words (solve, solution, dissolve, insoluble)</b>	Pupils are starting to recognise and group words into two main families according to form and meaning.	Pupil can, when prompted, recognise and group words into two main families according to form and meaning.	Pupil can usually group words into two main families according to form and meaning. They can spot the common root words grouped by form: e.g. form: family – familiar – unfamiliar – familiarity – familiarise ..., meaning: big – little – size.	Pupil can consistently group words into word families according to form and meaning; they can spot patterns of spellings in words grouped by form and specific links in meaning of words grouped by meaning. Pupil can use knowledge of word families to guess unfamiliar words with some confidence.
<b>Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</b>	Pupils are starting to choose and correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity. There may be some tail off in the application through a piece of writing.	Pupil can, when prompted, choose and correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity. There may be some tail off in the application through a piece of writing.	Pupil can usually choose and correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the learning across a wide range of independent writing: e.g. When I was writing about bees, the hive and the queen, I remembered to write 'they', 'it' and 'she' every other time so my writing was less repetitive but still clear.	Pupil can consistently and confidently choose and correctly use appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity throughout a piece of writing.
<b>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</b>	Pupil can write compound sentences appropriate to the text, using a limited range of conjunctions: e.g. and, because.	Pupil can write compound sentences appropriate to the text, using a limited range of conjunctions: e.g. and, because.	Pupil can use a wide range of subordination conjunctions at the beginning and within sentences to add relevant detail to complex sentences: e.g. We put up our umbrellas when it rained. When it rained we put up our umbrellas.	Pupil can confidently use a wide range of subordination conjunctions at the beginning and within sentences. They can accurately use commas to mark clauses.

<p><b>Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause</b></p> <p><b>KPI uses fronted adverbials</b></p>	<p>Pupils are starting to some appropriate conjunctions, adverbs and prepositions to express time and cause (and place).</p>	<p>Pupil can, when prompted, use some appropriate conjunctions, adverbs and prepositions to express time and cause (and place).</p>	<p>Pupil can usually use a wider range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) applying the new learning across a range of independent writing, e.g. first, then, after, meanwhile, from, where. Despite the dark clouds, pupils were scurrying between the classroom and the field, hoping to finish their insect survey before the storm.</p>	<p>Pupil can consistently and confidently use a wider range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) spontaneously applying the new learning across a range of independent writing.</p>
<p><b>Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense</b></p> <p><b>KPI uses standard English forms for verb inflections instead of local spoken forms</b></p>	<p>Pupils are starting to understand and explain the concept of verb tense (i.e. that it tells the reader whether events are in past, present or future). Pupil's writing is starting to show awareness of how commonly used verbs are inflected in different tenses. There is some consistency in use of tenses within writing, perhaps with occasional lapses.</p>	<p>Pupil can, with support, explain the concept of verb tense (i.e. that it tells the reader whether events are in past, present or future). Pupil's writing shows some awareness of how commonly used verbs are inflected in different tenses. There is some consistency in use of tenses within writing, perhaps with occasional lapses.</p>	<p>Pupil can explain the concept of verb tense. Pupil's writing shows growing awareness of how commonly used verbs are inflected in different tenses. Use of tense in writing is usually consistent with few lapses. Pupil is beginning to use the present perfect form in contrast to the past tense: e.g. I have read three books by that author; the librarian has told me the new title will be in shortly.</p>	<p>Pupil can consistently and confidently write using the appropriate tense for the task, with virtually no lapses, including choosing to use the present perfect tense where appropriate in contrast to the past tense.</p>
<p><b>Use the correct form of 'a' or 'an'</b></p>	<p>Pupil can explain the rules for using 'a' or 'an' and give an example of each. Own writing shows some inconsistency in applying the rules.</p>	<p>Pupil can explain the rules for using 'a' or 'an' and give an example of each. Own writing shows some inconsistency in applying the rules.</p>	<p>Pupil can usually explain the rules for using 'a' or 'an' and give one or two examples of each. Own writing shows some consistency in applying the rules: e.g. I know that 'a' and 'an' are only used with singular nouns. 'A' is used before a word starting with consonant, for example a rock and 'an' is used before a word starting with a vowel, for example an open box.</p>	<p>Pupil can confidently explain the rules for using 'a' or 'an' and give two or three examples of each. Own writing shows consistency in applying the rules.</p>
<p><b>Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials</b></p>	<p>Pupils are starting to use inverted commas and other punctuation to indicate direct speech but is not yet consistent or reliable. Pupil is beginning to use apostrophes for plural possession and is aware of the need for commas after fronted adverbials.</p>	<p>With support, pupil can use inverted commas and other punctuation to indicate direct speech but is not yet consistent or reliable. Pupil is beginning to use apostrophes for plural possession and is aware of the need for commas after fronted adverbials.</p>	<p>Pupil can use inverted commas and other punctuation to indicate direct speech consistently and reliably. Pupil can use apostrophes for plural possession commas after fronted adverbials accurately and consistently across a range of independent writing.</p>	<p>Pupil can use inverted commas and other punctuation to indicate direct speech consistently and reliably. Pupil can use apostrophes for plural possession, commas after fronted adverbials accurately and consistently across a range of independent writing. Pupil is beginning to explore the use of commas to clarify meaning or avoid ambiguity: e.g. Let's eat, Joe! NOT Let's eat Joe!</p>

Aut:

Spr:

Sum:

**Year 3 Writing Progression**

Name:	(Emerging towards -1)	(Working towards -2)	(At age related -3)	(Greater Depth -4)
<b>Transcription: Spelling</b>				
<b>Use further prefixes and understand how to add them (English Appendix 1)</b>	Pupil is starting to spell words with prefixes without any other associated changes in spelling	With support pupil can spell words with prefixes without any other associated changes in spelling.	Pupil can usually correctly spell words with prefixes without any associated changes in spelling: e.g. disappoint, misbehave, incorrect, refresh, subheading, anticlockwise, intercity.	Pupil can consistently and confidently correctly spell words with prefixes without any associated changes in spelling
<b>Use further suffixes and understand how to add them (English Appendix 1)</b>	Pupils are starting to spell words where suffixes beginning with vowel letters are added to words of more than one syllable (see Appendix 1 p 49).	With support pupil can spell words where suffixes beginning with vowel letters are added to words of more than one syllable (see Appendix 1 p 49).	Pupil can usually correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word: e.g. opened, buttered, gardener, frightening, limited, scattering, referred, deterred, gripped.	Pupil can consistently and confidently correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word.
<b>Spell further homophones</b>	With support, pupils are starting to distinguish between and sometimes correctly spell further homophones and near- homophones.	With support, pupil can distinguish between and sometimes correctly spell further homophones and near- homophones.	Pupil can usually distinguish between and correctly spell further homophones and near- homophones: e.g. pair/pear/pare, loose/lose, wait/weight, rain/reign, are/our, brake/break.	Pupil can consistently and confidently distinguish between, and almost always correctly spell, further homophones and near- homophones.
<b>Spell words that are often misspelt (English Appendix 1)</b>	Pupil are starting to identify, with help, their own most common spelling mistakes and the commonly misspelled words from the 3/4 list on pg 64.	Pupil is able to identify, when prompted, their own most common spelling mistakes and the commonly misspelled words from the 3/4 list on pg 64.	Pupil is able to identify their own most common spelling mistakes and the commonly misspelled words from the 3/4 list on pg 64 and is beginning to be able to use one or two taught strategies to reduce misspellings: e.g. sounding out Wed-nes-day, having a frequently updated, laminated, personalised word mat with own most common errors.	Pupil can consistently and confidently correctly spell words where the letters do not match the sound.
<b>Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's</b>	With help, pupils are beginning to place the possessive apostrophe accurately in words with regular plurals.	With support pupil can place the possessive apostrophe accurately in words with regular plurals.	Pupil can usually place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' animals' and in words with irregular plurals: e.g. women's, men's, sheep's.	Pupil can consistently and confidently place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.

<p><b>Use the first two or three letters of a word to check its spelling in a dictionary</b></p>	<p>With support, pupils are starting to navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the second letter.</p>	<p>With support, pupil can navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the second letter.</p>	<p>Pupil can usually navigate a dictionary to find the initial letter and use the guide words to fine tune their search to the third letter: e.g. able to divide the dictionary into thirds or quarters to begin the search</p>	<p>Pupil can consistently and confidently navigate a dictionary to find the initial letter and use the guide words to fine tune their search to the third letter or beyond.</p>
<p><b>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</b></p>	<p>With support, pupil are starting to remember and write a dictated sentence containing the spelling patterns and common exception words taught so far.</p>	<p>With support, pupil can accurately remember and write a dictated sentence containing the spelling patterns and common exception words taught so far.</p>	<p>Pupil can remember and write dictated sentences that include words containing the spelling patterns and common exception words taught so far, spelling most of them correctly: e.g. We bought two pairs of girls' shoes. Beginners often lose their way in our big library.</p>	<p>Pupil can consistently and confidently remember and write accurately a dictated sentence containing the spelling patterns and common exception words taught so far.</p>
<p><b>Transcription: Handwriting</b></p>				
<p><b>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</b></p>	<p>With support pupil are starting to sit correctly at a table, hold a writing implement comfortably and starting to correctly form and join some letters in accordance with the school's agreed style.</p>	<p>With support pupil can sit correctly at a table, hold a writing implement comfortably and correctly form and join some letters in accordance with the school's agreed style.</p>	<p>Pupil can usually sit correctly at a table, hold a writing implement comfortably and correctly form and join most letters in accordance with the school's agreed style.</p>	<p>Pupil can consistently and confidently sit correctly at a table, hold a writing implement comfortably and correctly form and join all their letters in accordance with the school's agreed style.</p>
<p><b>Increase the legibility, consistency and quality of their handwriting: e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</b></p>	<p>Pupil's writing is starting to be read without mediation, but pupil often needs prompting to remember to use joined letters. Handwriting is laboured and hinders the transcription process.</p>	<p>Pupil's writing can usually be read without mediation, but pupil often needs prompting to remember to use joined letters. Handwriting is laboured and hinders the transcription process.</p>	<p>Pupil's writing can be read, is usually consistent and beginning to be pleasing in appearance.</p>	<p>Pupil's writing can be easily read, is almost always consistent and pleasing in appearance.</p>



<b>Writing: Composition</b>				
<b>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</b>	With support, pupil are starting to identify key organisational and language features of a shared text working with a partner, small group or the whole class	With support, pupil can sometimes identify key organisational and language features of a shared text working with a partner, small group or the whole class.	Pupil can usually identify and name key organisational and language features of a shared text working with a partner, small group or the whole class: e.g. headings, subheadings, paragraphs, conjunctions, fronted adverbials.	Pupil can consistently and confidently identify, name and describe key organisational and language features of a shared text working with a partner, small group or the whole class.
<b>Plan their writing by: discussing and recording ideas</b>	With intensive support, pupil can work with a partner or small group to plan writing, contributing their own and listening to others' ideas and recording them in note or pictorial form for later use.	With support, pupil can work with a partner or small group to plan writing, contributing their own and listening to others' ideas and recording them in note or pictorial form for later use.	Pupil can usually work with a partner or small group to plan writing, contributing their own and listening to and building on others' ideas and recording them in note or pictorial form for later use: e.g. using a spidergram, flowchart or timeline.	Pupil can consistently and confidently work with a partner or small group to plan writing, contributing their own and listening to and building on others' ideas and recording them in note or pictorial form for later use.
<b>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)</b>	With intensive support pupil can compose and speak a whole sentence.	With support pupil can compose and speak a whole sentence.	Pupil can usually compose and speak a whole sentence: e.g. for a teacher-scribed shared write or before writing independently, often incorporating newly acquired vocabulary and using recently learned sentence types.	Pupil can consistently and confidently compose and speak a whole sentence.
<b>Draft and write by: organising paragraphs around a theme</b>	With support, pupil is starting to organise material into logical chunks and write a series of linked sentences for each.	With support, pupil can sometimes organise material into logical chunks and write a series of linked sentences for each.	Pupil can usually organise their material into logical chunks and write a coherent series of linked sentences for each: e.g. Bees live together in big groups. The Queen bee is the mother of all the workers. Bees work together to feed each other and look after the larvae. Pupil knows how to demarcate paragraphs on the page and usually remembers to do this as they write.	Pupil can consistently and confidently organise their material into logical chunks and write a coherent series of linked sentences for each. Pupil knows how to demarcate paragraphs on the page and almost always remembers to do this as they write.

<p><b>Draft and write by: in narratives, creating settings, characters and plot</b></p>	<p>Pupil is starting to, with support, create a simple story setting, two or three characters and a straightforward plot, sometimes over-reliant on the modelled class story.</p>	<p>Pupil can, with support, create a simple story setting, two or three characters and a straightforward plot, sometimes over-reliant on the modelled class story.</p>	<p>Pupil can usually create an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story.</p>	<p>Pupil can consistently and confidently create an appropriate setting, two or three clearly distinguishable characters and a coherent and convincing plot, drawing on and adapting elements of the modelled story and on their wider reading of fiction.</p>
<p><b>Draft and write by: in non-narrative material, using simple organisational devices: e.g. as headings and sub-headings</b></p>	<p>Pupil is starting to, with support, organise their material into logical chunks and write a main heading for the text and subheadings for each chunk</p>	<p>Pupil can, with support, organise their material into logical chunks and write a main heading for the text and subheadings for each chunk.</p>	<p>Pupil can usually marshal their material into logical chunks and write an appropriate main heading for the text and suitable subheadings for each chunk.</p>	<p>Pupil can consistently and confidently marshal their material into logical chunks and write an appropriate and engaging main heading for the text and relevant subheadings for each chunk.</p>
<p><b>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</b></p>	<p>Pupil is starting to, with support, sometimes read back their own writing as they go and read and discuss others' completed writing, monitoring for sense and identifying aspects linked to success criteria and previous teaching for alteration and improvement</p>	<p>Pupil can, with support, sometimes read back their own writing as they go and read and discuss others' completed writing, monitoring for sense and identifying aspects linked to success criteria and previous teaching for alteration and improvement.</p>	<p>Pupil can usually read back their own writing as they go and read and discuss others' completed writing, monitoring for sense and identifying aspects linked to success criteria and recent teaching for alteration and improvement: e.g. You are writing about a different bit here so it needs to be a new paragraph.</p>	<p>Pupil can consistently and confidently read back their own writing as they go and read and discuss others' completed writing, monitoring for sense and identifying aspects linked to success criteria and recent teaching for alteration and improvement.</p>
<p><b>Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</b></p>	<p>Pupil is starting to, with support, identify possible improvements in grammar and vocabulary to their own and others' writing.</p>	<p>Pupil can, with support, identify possible improvements in grammar and vocabulary to their own and others' writing.</p>	<p>Pupil can usually identify possible improvements in grammar and vocabulary to their own and others' writing: e.g. I wrote that I like 'nice stuff to eat' on my birthday and I could change that to 'my favourite delicious foods' and give some examples like 'sausage rolls and fairy cakes.'</p>	<p>Pupil can consistently and confidently identify possible improvements in grammar and vocabulary to their own and others' writing.</p>

<p><b>Proof-read for spelling and punctuation errors</b></p>	<p>With intensive support, pupil can spot and correct some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items.</p>	<p>With support, pupil can spot and correct some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items.</p>	<p>Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items: e.g. You have put speech marks around the 'he said' as well as what your character actually says. You need to end them after the last word the character says; I've written about a 'groan man', but that's not right. He had to grow up, so that tells me the right homophone there must be 'grown'.</p>	<p>Pupil can consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Pupil draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.</p>
<p><b>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</b></p>	<p>Pupil can, with much encouragement, read their writing aloud with some expression, loudly and clearly enough to be heard by all.</p>	<p>Pupil can, with support, read their writing aloud with some expression, loudly and clearly enough to be heard by all.</p>	<p>Pupil can read their writing aloud with expression, loudly and clearly enough to be heard and understood by all.</p>	<p>Pupil can consistently and confidently read their writing aloud with expression, loudly and clearly enough to be heard and understood by all, gaining and monitoring the attention of their audience.</p>
<p><b>Writing: Vocabulary, Grammar and Punctuation:</b></p>				
<p><b>Form nouns using prefixes (super-, anti-)</b></p>	<p>With intensive support pupil can use a range of prefixes to generate new nouns: e.g. superhero, antibullying and sometimes use them appropriately in their independent writing.</p>	<p>With support pupil can use a range of prefixes to generate new nouns: e.g. superhero, antibullying and sometimes use them appropriately in their independent writing.</p>	<p>Pupil can usually use a range of prefixes to generate new nouns and use them appropriately in their independent writing</p>	<p>Pupil can consistently and confidently use a range of prefixes to generate new nouns and use them appropriately in their independent writing.</p>
<p><b>Word families based on common words (solve, solution, dissolve, insoluble)</b></p>	<p>With support, pupil is starting to recognise related words from the same word family and sometimes deduces the meaning of related words correctly</p>	<p>With support, pupil can recognise related words from the same word family and sometimes deduces the meaning of related words correctly.</p>	<p>Pupil can recognise related words from the same word family and usually deduces the meaning of related words correctly: e.g. recognises 'heard' within 'unheard' and 'misheard' and is able to use this knowledge to explain what both words mean.</p>	<p>Pupil quickly recognises related words from the same word family and consistently and confidently deduces the meaning of related words correctly</p>

<b>Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</b>	With support, pupil is starting to choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity.	With support, pupil can choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity.	Pupil can usually choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in some independent writing: e.g. When I read that paragraph back I've used the word 'tigers' six times! I need to change some of them to 'they'.	After teacher modelling, pupil can consistently and confidently choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning spontaneously across a range of independent writing.
<b>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</b>	With support, pupil is starting to write an increasing range of sentences with more than one clause, using the conjunctions taught so far.	With support, pupil can write an increasing range of sentences with more than one clause, using the conjunctions taught so far.	Pupil can write an increasing range of sentences with more than one clause using the conjunctions taught so far and applying the new learning across a range of independent writing: e.g. We still went on our class trip to the water park although it was raining when we set out.	Pupil can consistently and confidently write an increasing range of sentences with more than one clause using the conjunctions taught so far and spontaneously applying the new learning across a range of independent writing.
<b>Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause</b>	With intensive support, pupil is beginning to use some appropriate conjunctions, adverbs and prepositions to express time and cause (and place).	With support, pupil is beginning to use some appropriate conjunctions, adverbs and prepositions to express time and cause (and place).	Pupil can usually use a range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) applying the new learning across a range of independent writing: e.g. After lunch, the boys went on the nature trail because we had been told there were some new ducklings and we wanted to see them.	Pupil can consistently and confidently use a range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) spontaneously applying the new learning across a range of independent writing.
<b>Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense</b>	Pupil can, with support, write using the appropriate tense for the task.	Pupil can write using the appropriate tense for the task.	Pupil can select the appropriate tense for the task and apply the new learning across a range of independent writing: e.g. I hoped my team would win last week and they did, and I am hoping they will win again tomorrow.	Pupil can consistently and confidently use the appropriate tense for the task and apply the new learning spontaneously across a range of independent writing.
<b>Use the correct form of 'a' or 'an'</b>	With support, pupil can decide whether a noun needs 'a' or 'an' in front of it and is starting to make the right choice in independent writing.	With support, pupil can decide whether a noun needs 'a' or 'an' in front of it and sometimes makes the right choice in independent writing.	Pupil can decide whether a noun needs 'a' or 'an' in front of it and usually makes the right choice in independent writing: e.g. an apple, an orange and a banana.	Pupil can decide whether a noun needs 'a' or 'an' in front of it and consistently and confidently makes the right choice in independent writing.
<b>Use of inverted commas and other punctuation to indicate direct speech.</b>	Pupil is beginning to understand the use of inverted commas to punctuate direct speech but there is still confusion about which words to enclose.	Pupil is beginning to use inverted commas to punctuate direct speech, though there is some confusion about precisely which words need to be enclosed.	Pupil is using inverted commas confidently and consistently to punctuate direct speech.	Pupil is using inverted commas confidently and consistently to punctuate direct speech and is beginning to use other punctuation connected with inverted commas appropriately: e.g. The conductor shouted, 'Sit down!'

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**Year 2 Writing Progression**

Name:	(Emerging towards -1)	(Working towards - 2)	(At age related -3)	(Greater Depth - 4)
<b>Transcription: Spelling</b>				
<b>Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</b>	Pupil are starting to spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are often phonically plausible	Pupil can sometimes spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are often phonically plausible.	Pupil can usually spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are usually phonically plausible: e.g. yestirday, exsighting, speshall.	Pupil can spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are almost always phonically plausible and increasingly correct.
<b>Spell by: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</b>	Pupil are starting to, with support, spell single-syllable and multi-syllabic words containing new spellings of known phonemes. Pupils can distinguish between, and sometimes spell, common homophones.	Pupil can, with support, spell single-syllable and multi-syllabic words containing new spellings of known phonemes. Pupils can distinguish between, and sometimes spell, common homophones.	Pupil can usually spell single-syllable and multi-syllabic words containing new spellings of known phonemes: e.g. race, ice, knock, gnat, typewriter, margarine, muckspreader (see Appendix 1 pg 45). Pupil can distinguish between and usually correctly spell common homophones, e.g. some/sum, blew/blue, knight/night.	Pupil can spell single-syllable and multi-syllabic words containing new spellings of known phonemes. Pupil can distinguish between, and almost always correctly spell, common homophones.
<b>Spell by: learning to spell common exception words</b>	Pupil are starting to make phonically plausible attempts at common exception (irregular) words, some of which are correctly spelt.	Pupil can make phonically plausible attempts at common exception (irregular) words, some of which are correctly spelt.	Pupil can make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt: e.g. door, because, sugar, people (see Appendix 1 pg 48 and refer to school phonics scheme).	Pupil can make phonically plausible attempts at all common exception (irregular) words, almost all of which are correctly spelt.
<b>Spell by: learning to spell more words with contracted forms</b>	Pupils are starting place the apostrophe accurately in words to show where a letter or letters would be if the words were written in full.	Pupil can, with support, place the apostrophe accurately in words to show where a letter or letters would be if the words were written in full.	Pupil can usually place the apostrophe accurately in words to show where a letter or letters would be if the words were written in full: e.g. can't – cannot, didn't – did not, hasn't – has not, couldn't – could not, it's – it is. I'll – I will (see Appendix 1 pg 47).	Pupil can consistently and confidently place the apostrophe accurately in words to show where a letter or letters would be if the words <i>were</i> written in full.
<b>Spell by: learning the possessive apostrophe (singular): e.g. the girl's book</b>	Pupils are starting to place the possessive apostrophe accurately in words with singular nouns.	Pupil can, with support, place the possessive apostrophe accurately in words with singular nouns.	Pupil can usually place the possessive apostrophe accurately in singular nouns: e.g. Megan's, Ravi's, the girl's, the child's, the man's (see Appendix 1, pg 47).	Pupil can consistently and confidently place the possessive apostrophe accurately in words with singular nouns.

<b>Spell by: distinguishing between homophones and near-homophones</b>	Pupils are starting to distinguish between and sometimes correctly spell homophones and near-homophones.	Pupil can, with support, distinguish between and sometimes correctly spell homophones and near-homophones.	Pupil can usually distinguish between, and correctly spell, homophones and near-homophones: e.g. there/their/they're, here/hear, quite/quiet, see/sea, bare/bear (see Appendix 1 pg 48).	Pupil can consistently and confidently distinguish between and almost always correctly spell homophones and near-homophones.
<b>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</b>  <b>KPI uses the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs</b>	Pupils are beginning to apply the suffixes -ment, -ness, -ful, -less, -ly to words ending in a consonant: e.g. enjoyment, sadness, playful, hopeless, sadly.	Pupil can, with support, apply the suffixes -ment, -ness, -ful, -less, -ly to words ending in a consonant: e.g. enjoyment, sadness, playful, hopeless, sadly.	Pupil can usually correctly apply the suffixes -ment, -ness, -ful, -less, -ly to root words ending in a consonant (see left) and to exception words ending in -y: e.g. merriment, happiness, plentiful, penniless, happily (see Appendix 1, pg 47).	Pupil can correctly and consistently apply the suffixes -ment, -ness, -ful, -less, -ly to root words ending in a consonant and to exception words ending in -y.
<b>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</b>	Pupils are starting to remember and write a dictated sentence, applying phonic knowledge and taught punctuation with some accuracy.	Pupil can remember and write a dictated sentence, applying phonic knowledge and taught punctuation with some accuracy.	Pupil can usually remember and write a dictated sentence that include words using the GPCs and common exception words taught so far, spelling most of them correctly and applying phonic knowledge and punctuation accurately: e.g. The farmer had eight sheep, two dogs and four children.	Pupil can consistently and confidently remember and write a dictated sentence, applying phonic knowledge and punctuation accurately.
<b>Transcription: Handwriting</b>				
<b>Form lower-case letters of the correct size relative to one another</b>	Pupils are starting to correctly form some lower-case letters as outlined in the school's handwriting policy, showing some control over their size.	Pupil can correctly form some lower-case letters as outlined in the school's handwriting policy, showing some control over their size.	Pupil can correctly form most lower-case letters as outlined in the school's handwriting policy, showing some consistency and control over their size. Presentation is neat.	Pupil can form almost all lower-case letters correctly as outlined in the school's handwriting policy, with consistent control over their size. Presentation is almost always neat.
<b>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</b>	Pupils are beginning to, with support, sit correctly at a table, hold a pencil with correct grip and correctly form and begin to join some letters in accordance with the school's writing policy.	Pupil can, with support, sit correctly at a table, hold a pencil with correct grip and correctly form and begin to join some letters in accordance with the school's writing policy.	Pupil can sit correctly at a table, hold a pencil with correct grip and correctly form and join some letters in accordance with the school's writing policy.	Pupil can consistently and confidently sit correctly at a table, hold a pencil with correct grip and correctly form and begin to join most letters in accordance with the school's writing policy.
<b>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</b>	Pupils are beginning to form some capital letters, digits and lower-case letters showing some control over the orientation and size.	Pupil can form some capital letters, digits and lower-case letters showing some control over the orientation and size.	Pupil can form most capital letters, digits and lower-case letters showing good control over the orientation and size.	Pupil can form almost all capital letters, digits and lower-case letters showing consistent control over the orientation and size.

<b>Use spacing between words that reflects the size of the letters</b>	Pupil are beginning to leave appropriately sized spaces between words.	Pupil can sometimes leave appropriately sized spaces between words.	Pupil can usually leave appropriately sized spaces between words: e.g. knows to leave room for own lower-case letter a between words.	Pupil can consistently leave appropriately sized spaces between words.
<b>Writing: Composition -</b>				
<b>Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)</b>	Pupil is attempting to write a simple narrative about personal experiences with some features of the given form used.	Pupil can attempt to write a simple narrative about personal experiences with some features of the given form used.	Pupil can write a narrative about personal experiences and that of others sustaining sufficient features of the given form, such as the correct choice of, and consistent use of, present/past tense including progressive forms of verbs: e.g. It was my birthday last week. I went to the zoo with Ben, Kyle, Sam and Oli. We saw...	Pupil can write a longer narrative about personal experiences and that of others sustaining the clear and appropriate features of the given form.
<b>Develop positive attitudes towards and stamina for writing by: writing about real events</b>	Pupil is beginning to attempt to write about real events with some features of the given form used.	Pupil can attempt to write about real events with some features of the given form used.	Pupil can write about real events sustaining sufficient features of the given form: e.g. correct choice of, and consistent use of, present/past tense including progressive forms of verbs.	Pupil can write a longer text about real events using the clear and appropriate features of the given form.
<b>Develop positive attitudes towards and stamina for writing by: writing poetry</b>	Pupil is beginning to, with support, show characteristics of chosen form based on the structure of known poems.	Pupil can, with support, show characteristics of chosen form based on the structure of known poems.	Pupil can organise writing to reflect the chosen form, some basic layout conventions are used with a variety of words chosen for effect based on the structure of known poems: e.g. write in four-line stanzas, selecting some rhyming words.	Pupil confidently and consistently uses appropriate structure and language of the chosen form.
<b>Develop positive attitudes towards and stamina for writing by: writing for different purposes</b>	Pupil is beginning to, with support, write simple narratives, simple poems and simple recounts of real events; writing stamina is developing.	Pupil can, with support, write simple narratives, simple poems and simple recounts of real events; writing stamina is developing.	Pupil can write simple narratives, simple poems and simple recounts of real events for different purposes; some evidence of writing stamina.	Pupil can confidently write more complex narratives, poems, recounts and reports about real events for different purposes, showing writing stamina
<b>Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about</b>	Pupil is beginning to, with support, say or record in writing or pictorially their ideas for writing.	Pupil can, with support, say or record in writing or pictorially their ideas for writing.	Pupil can usually say or record in writing or pictorially their ideas for writing: e.g. draw or explain a simple story map or story plan.	Pupil can almost always say or record in writing or pictorially their ideas for writing.

<p><b>Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence</b></p>	<p>Pupil is beginning to, with some support, compose and orally rehearse what they want to say, sentence by sentence.</p>	<p>Pupil can, with some support, compose and orally rehearse what they want to say, sentence by sentence.</p>	<p>Pupil can usually compose and orally rehearse what they want to say, sentence by sentence: e.g. compose sentence orally and use phonic knowledge to segment to spell words, write letters/words using agreed handwriting style.</p>	<p>Pupil can consistently encapsulate what they want to say, sentence by sentence.</p>
<p><b>Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary</b></p>	<p>Pupil is beginning to, with support, write down some ideas, key words and new vocabulary and use them to improve their own writing.</p>	<p>Pupil can, with support, write down some ideas, key words and new vocabulary and use them to improve their own writing.</p>	<p>Pupil can, independently, write down some ideas, key words and new vocabulary and use them to improve their own writing: e.g. on mini whiteboards, pupils 'magpie' some powerful 'wow' words or ideas heard in the whole class introduction or main teaching session to use in their own writing.</p>	<p>Pupil can confidently write down some ideas, key words and new vocabulary and enthusiastically seek more to use to improve own writing.</p>
<p><b>Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils</b></p>	<p>Pupil is beginning to, with the teacher, reflect on what they have written, making some suggestions for improvement.</p>	<p>Pupil can, with the teacher, reflect on what they have written, making some suggestions for improvement.</p>	<p>Pupil can, with the teacher and making reference to success criteria, reflect on what they have written, making suggestions for improvement: e.g. after reading through the success criteria again with the teacher, pupil realises that they did not number their instructional sentences. They amend this by rechecking the order and adding numerals.</p>	<p>Pupil can independently reflect on what they have written, making suggestions for improvement linked to success criteria.</p>
<p><b>Make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</b></p>	<p>With support, pupil is beginning to reread their writing to check it makes sense, making some suggestions on how to correct errors.</p>	<p>With support, pupil can reread their writing to check it makes sense, making some suggestions on how to correct errors.</p>	<p>Pupil can reread their writing to check it makes sense and knows how to correct errors in the use of verbs, including in the continuous form: e.g. pupil originally writes 'I sitted under the tree and eated my sandwich at lunchtime.' After checking, pupil amends 'sitting' to sat, 'eated' to ate.</p>	<p>Pupil can consistently and confidently reread their writing to check it makes sense and knows how to correct errors in the use of verbs to indicate time, including in the continuous form.</p>



<p><b>Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</b></p>	<p>With support, pupil is beginning to spot some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items.</p>	<p>With support, pupil can spot some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items.</p>	<p>Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught grammar, spelling patterns and punctuation items: e.g. That's an exclamation because she's shouting for help so you need to use an exclamation mark instead of a full stop; I forgot to double the p of stop when I added -ing to make stopping, so I'll correct that; You wrote 'The wave knocked her over,' so that must have been a big strong wave! You could improve it by writing 'The huge, rushing wave knocked her over.'</p>	<p>Pupil can consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Pupil draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.</p>
<p><b>Read aloud what they have written with appropriate intonation to make the meaning clear</b></p>	<p>Pupil is beginning to, with support, read their writing aloud with some expression to make the meaning clear.</p>	<p>Pupil can, with support, read their writing aloud with some expression to make the meaning clear.</p>	<p>Pupil can read their writing aloud with expression to make the meaning clear.</p>	<p>Pupil can consistently and confidently read their writing aloud with expression to make the meaning clear to all.</p>
<p><b>Writing: Vocabulary, Grammar and Punctuation:</b></p>				
<p><b>Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly</b></p>	<p>Pupil is beginning to use expanded noun phrases to describe and specify.</p>	<p>Pupil can sometimes use expanded noun phrases to describe and specify.</p>	<p>Pupil can usually use expanded noun phrases to describe and specify: e.g. the blue butterfly, plain flour, the man on the moon.</p>	<p>Pupil can consistently use expanded noun phrases to describe and specify.</p>
<p><b>Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</b></p>	<p>Pupil is beginning to, with support, use subordination</p>	<p>Pupil can, with support, use subordination.</p>	<p>Pupil can, with some consistency, correctly use subordination and coordination: e.g. You need to pack your coat because it is going to rain later. Remember to take your packed lunch and don't forget your bookbag.</p>	<p>Pupil can confidently and consistently use subordination and coordination.</p>

<p><b>Learn how to use: sentences with different forms: statement, question, exclamation, command</b></p>	<p>Pupil is beginning to structure statements, questions, exclamation sentences and commands.</p>	<p>Pupil can sometimes structure statements, questions, exclamation sentences and commands.</p>	<p>Pupil can correctly structure statements, questions, exclamation sentences and commands: e.g. The colourful butterfly flew from flower to flower; Where do clouds come from? Beware...whirlwinds can kill!; Sift the flour and mix into the other ingredients.</p>	<p>Pupil can confidently and consistently correctly structure statements, questions, exclamation sentences and commands.</p>
<p><b>Learn how to use: the present and past tenses correctly and consistently including the progressive form</b></p>	<p>Pupil is beginning to, with support, and with some inconsistency make the correct choice in use of present and past tense.</p>	<p>Pupil can, with support, and with some inconsistency make the correct choice in use of present and past tense.</p>	<p>Pupil can consistently make the correct choice in use of present and past tense including the use of the progressive form of verbs in the present and past tense: e.g. Pupil writes 'She is drumming, she drummed, she was drumming.'</p>	<p>Pupil can confidently and consistently make the correct choice in use of present and past tense including the use of the progressive form of verbs in the present and past tense.</p>
<p><b>Learn how to use: some features of written Standard English</b></p>	<p>Pupil is beginning to, with some inconsistency correctly use some features of standard written English.</p>	<p>Pupil can, with some inconsistency correctly use some features of standard written English.</p>	<p>Pupil can, with some consistency, correctly use features of standard written English: e.g. Pupil consciously uses spelling, grammar and punctuation. They use these grammatical terms to discuss their own writing: 'My spelling is better in the middle of the story but I keep forgetting to use a capital letter for Wednesday.'</p>	<p>Pupil can confidently and consistently use features of standard written English.</p>
<p><b>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</b> <b>Commas to separate items in a list</b></p> <p><b>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</b></p>	<p>Pupil is beginning to use commas in lists, beginning to demarcate simple and compound sentences reliably and is beginning to use question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is not yet consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupil is aware of apostrophes used to mark where letters are missing in spelling and to mark singular possession in nouns but is not yet reliable in their use, sometimes adding a redundant apostrophe to regular plurals</p>	<p>When prompted, pupil can use commas in lists, demarcate simple and compound sentences reliably and sometimes uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is not yet consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupil is aware of apostrophes used to mark where letters are missing in spelling and to mark singular possession in nouns but is not yet reliable in their use, sometimes adding a redundant apostrophe to regular plurals.</p>	<p>Pupil confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupil can deploy apostrophes accurately for contractions and to show possession.</p>	<p>Pupil confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupil can deploy apostrophes accurately for contractions and to show possession and may be beginning to experiment with inverted commas to punctuate direct speech and apostrophes to mark possession in plural nouns.</p>

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**Year 1 Writing Progression**

Name:	(Emerging towards -1)	(Working towards - 2)	(At age related -3)	(Greater Depth - 4)
<b>Transcription: Spelling</b>				
<b>Spell words containing each of the 40+ phonemes already taught</b>	Pupil are beginning to spell simple high-frequency words at Letters and Sounds (L&S) Phase 3 and 4 level or equivalent.	Pupil can spell simple high- frequency words at Letters and Sounds (L&S) Phase 3 and 4 level or equivalent.	Pupil can usually correctly spell high-frequency words at L&S Phase 5 level or equivalent: e.g. playground, complete.	Pupil can consistently correctly spell high-frequency words at L&S Phase 5 level or equivalent.
<b>Spell common exception words</b>	Pupil can make phonically plausible attempts at common exception (irregular) words, some of which are correctly spelt.	Pupil can make phonically plausible attempts at common exception (irregular) words, some of which are correctly spelt.	Pupil can make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt: e.g. pupil writes 'frend' instead of 'friend' or 'yoo' instead of 'you' (see Appendix 1 p 44 and refer to school phonics scheme).	Pupil can make phonically plausible attempts at all common exception (irregular) words, almost all of which are correctly spelt.
<b>Spell the days of the week</b>	Pupil is starting to make phonically plausible attempts at spelling days of week.	Pupil can make phonically plausible attempts at spelling days of week.	Pupil can correctly spell all the days of the week.	Pupil can confidently and quickly spell days of week correctly.
<b>Naming the letters of the alphabet in order</b>	Pupil is starting to recognise some letters of the alphabet: e.g. letters in own name.	Pupil can recognise some letters of the alphabet: e.g. letters in own name.	Pupil can name the letters of the alphabet in order.	Pupil can say letters in alphabetical order confidently, starting with any letter.
<b>Using letter names to distinguish between alternative spellings of the same sound</b>	With high level support pupil can use some letter names to distinguish between alternative spellings of the same sound.	With support pupil can use some letter names to distinguish between alternative spellings of the same sound.	Pupil can use letter names to distinguish between alternative spellings of the same sound: e.g. pupil says letter names when spelling 'ai' as in rain and 'ay' as in play.	Pupil can consistently and confidently use letter names to distinguish between alternative spellings of the same sound.
<b>Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</b>	Pupil can, with high support, use the spelling rule...etc.	Pupil can, with support, use the spelling rule...etc.	Pupil can independently and with some inconsistencies use the spelling rule: e.g. cats, thanks, catches.	Pupil consistently and confidently uses the spelling rule.
<b>Add prefixes and suffixes using the prefix un-</b>	Pupil can, with high support, use the prefix un- in own writing.	Pupil can, with support, use the prefix un- in own writing.	Pupil can independently use the prefix un- in own writing: e.g. unhappy, undo, unfair.	Pupil consistently and confidently uses the prefix un- in own writing.

<b>Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest</b>	Pupil is beginning to, with support, use the suffixes -ing, -ed, -er and -est in own writing.	Pupil can, with support, use the suffixes -ing, -ed, -er and -est in own writing.	Pupil can independently use the suffixes -ing, -ed, -er and -est in own writing: e.g. buzzing, buzzed, buzzer, grander, grandest.	Pupil can consistently and confidently use suffixes -ing, -ed, -er and -est in own writing.
<b>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</b>	Pupil is beginning to write simple sentences, with support, dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling some of them correctly.	With support, pupil can write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling some of them correctly.	Pupil can independently write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling most of them correctly: e.g. Tom had a lot of gifts and cards for his sixth birthday.	Pupil can confidently and quickly write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling them correctly.
<b>Transcription: Handwriting</b>				
<b>Sit correctly at a table, holding a pencil comfortably and correctly</b>	Pupil is starting to sit correctly at a table and with support holds the pencil usually using the correct pencil grip in preferred hand.	Pupil can sometimes sit correctly at a table and with support holds the pencil usually using the correct pencil grip in preferred hand.	Pupil can sit correctly at a table and holds the pencil using the correct pencil grip in preferred hand.	Pupil almost always sits correctly at a table and always holds the pencil using the correct grip in preferred hand.
<b>Begin to form lower- case letters in the correct direction, starting and finishing in the right place</b>	Pupil is beginning to write some recognisable letters: e.g. letters from their own name. This is a good example but is inconsistent with our decision to exemplify the 'expected' descriptor only. Move to 'expected' and add other familiar words to their own name: e.g. mum, dad, love, from	Pupil can write some recognisable letters: e.g. letters from their own name. This is a good example but is inconsistent with our decision to exemplify the 'expected' descriptor only. Move to 'expected' and add other familiar words to their own name: e.g. mum, dad, love, from.	Pupil can write letters, most of which are correctly formed.	All letters are correctly, confidently and quickly formed.
<b>Form capital letters</b>	Pupil is starting to correctly form some recognisable capital letters.	Pupil can correctly form some recognisable capital letters.	Pupil can correctly form most capital letters.	Pupil can confidently and quickly correctly form all capital letters.
<b>Form digits 0–9</b>	Pupil can, with lots of support, write some recognisable digits.	Pupil can, with support, write some recognisable digits.	Pupil can independently write all digits 0–9, most of which are correctly formed.	Pupil can independently write all digits 0–9, all of which are correctly formed.
<b>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</b>	Pupil is starting to identify some handwriting families and uses this knowledge to remember correct letter formation when writing.	Pupil can identify some handwriting families and uses this knowledge to remember correct letter formation when writing.	Pupil can correctly identify all handwriting families and sort most letters into them: e.g. pupil can say that 'the long ladder family' contains the letters: l, b, I, j, t, u. and uses this knowledge to remember correct letter formation when writing.	Pupil can correctly identify all handwriting families and sort all letters into them, using this knowledge to remember correct letter formation when writing.

<b>Writing: Composition -</b>				
<b>Write sentences by: saying out loud what they are going to write about</b>	Pupil can, with lots of support, decide on a topic for writing and say what they will write about.	Pupil can, with support, decide on a topic for writing and say what they will write about.	Pupil can usually decide on a topic for writing and say what they will write about.	Pupil can almost always decide on a topic for writing and say what they will write about.
<b>Write sentences by: composing a sentence orally before writing it</b>	Pupil can, with lots of support, compose a sentence orally ready to replicate it in writing.	Pupil can, with support, compose a sentence orally ready to replicate it in writing.	Pupil can independently compose a sentence orally ready to replicate it in writing.	Pupil can quickly and confidently compose a sentence orally ready to replicate it in writing.
<b>Write sentences by: sequencing sentences to form short narratives</b>	Some ideas are starting to be linked together.	Some ideas are linked together.	Ideas are sequenced appropriately: e.g. stories have a beginning, middle and an end.	Ideas are developed in a sequence of sentences.
<b>Write sentences by: re-reading what they have written to check that it makes sense</b>	Pupil, with lots of support, re-reads what they have written to check that it makes sense.	Pupil, with support, re-reads what they have written to check that it makes sense.	Pupil, usually and independently, re-reads what they have written to check that it makes sense and is beginning to be able to put things right if it doesn't.	Pupil confidently and consistently re-reads what they have written to check that it makes sense and knows what to do to correct it if it does not.
<b>Discuss what they have written with the teacher or other pupils</b>	Pupil is beginning to make comments on what they have written.	Pupil can sometimes make comments on what they have written.	Pupil can listen and sometimes respond by making comments in discussion with teacher about what they have written: e.g. 'Oops, I forgot to put a capital letter after that full stop.'; 'I used my sounds to help me spell that long word.'	Pupil can make several relevant points in discussion with teacher about what they have written.
<b>Read aloud their writing clearly enough to be heard by their peers and the teacher</b>	Pupil can, with lots of support, read their writing aloud clearly enough to be heard by a small group.	Pupil can, with support, read their writing aloud clearly enough to be heard by a small group.	Pupil can read their writing aloud clearly enough to be heard by their peers and teacher.	Pupil can independently and consistently read aloud clearly enough to be heard by their peers and teacher.

<b>Writing: Vocabulary, Grammar and Punctuation:</b>				
<b>Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words</b>	Pupil is beginning to, when prompted, leave spaces between words.	Pupil can, when prompted, leave spaces between words.	Pupil can usually leave spaces between words.	Pupil can almost always leave spaces between words.
<b>Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using <i>and</i></b>	Begins, with support, to join words and clauses with 'and'	Begins to join words and clauses with 'and'.	Confidently and correctly joins words and clauses with 'and': e.g. I went to the park and played on the swing.	Confidently and correctly uses 'and' in lists and to join clauses, and is beginning to use other conjunctions e.g. if, so, but, because, when independently to join clauses.
<b>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</b>	Pupil is beginning to demarcate simple and compound sentences fairly accurately and is aware of the use of question marks and exclamation marks as alternatives to the full stop. Pupil is not always consistent in accurate sentence demarcation across a range of dictated and independent writing.	Pupil is beginning to demarcate simple and compound sentences accurately and is aware of the use of question marks and exclamation marks as alternatives to the full stop. Pupil is not always consistent in accurate sentence demarcation across a range of dictated and independent writing.	Pupil can demonstrate simple and compound sentences reliably and sometimes uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing.	Pupil confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing and may be beginning to experiment with commas.

## EYFS Writing Progression

	<u>3-4 years olds</u>	<u>Reception</u>
<b><u>Writing transcription</u></b> <b><u>: spelling</u></b>	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	Spell words by identifying the sounds and then writing the sound with the letter/s.  Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.
<b><u>Writing transcription</u></b> <b><u>: handwriting</u></b>	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Shows a preference for a dominant hand.               <ul style="list-style-type: none"> <li>• Write some letters accurately.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.               <ul style="list-style-type: none"> <li>• Form lower case and capital letters correctly.</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Write recognisable letters, most of which are correctly formed.</li> </ul> </li> </ul>
<b><u>Writing:</u></b> <b><u>composition</u></b>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately               <ul style="list-style-type: none"> <li>• Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</li> </ul> </li> </ul>	<p>Learn new vocabulary.</p> <ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.               <ul style="list-style-type: none"> <li>• Form lower case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>• Re-read what they have written to check it makes sense.</li> <li>• Develop storylines in their pretend play.</li> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> <li>• Invent, adapt and recount narratives and stories with peers and teachers</li> </ul> </li> </ul>

<p><b><u>Awareness of audience, purpose and structure</u></b></p>	<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
<p><b><u>Writing: Vocabulary, grammar and punctuation</u></b></p>	<ul style="list-style-type: none"> <li>• Understand ‘why’ questions, like: ‘Why do you think the caterpillar got so fat?’</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>• Use longer sentences of four to six words.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</li> </ul>



<p><b><u>Use of phrases and clauses</u></b></p>	<ul style="list-style-type: none"> <li>• Use longer sentences of four to six words.</li> </ul>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <ul style="list-style-type: none"> <li>• Connect one idea or action to another using a range of connectives.</li> </ul> <p>• Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>
<p><b><u>Poetry and performance</u></b></p>	<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <ul style="list-style-type: none"> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know</li> </ul>	<p>Engage in story times.</p> <ul style="list-style-type: none"> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Learn rhymes, poems and songs.</li> </ul> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play</li> </ul> <p>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>
<p><b><u>Non-fiction</u></b></p>		<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>