

Writing

Write for a range of purposes

WTS Write for a range of purposes

EXS Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader

GDS Write effectively for a range of purposes and audiences, selecting the appropriate form

GDS Draw independently on what they have read as models for their own writing

Organise and present whole texts effectively, sequencing and structuring information, ideas and events

Construct paragraphs and use cohesion within and between paragraphs

WTS Use paragraphs to organise ideas

WTS In non-narrative writing, use simple devices to structure writing to support the reader e.g. headings, sub-headings, bullet points

WTS In narratives, describe settings and characters

EXS In narratives, describe settings, characters and atmosphere

EXS Integrate dialogue in narratives to convey character and advance the action

EXS Vary sentences for clarity, purpose and effect

EXS Select vocabulary and grammatical structures that reflects what the writing requires, doing this mostly appropriately

Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

WTS Use capital letters mostly correctly

WTS Use full stops mostly correctly

WTS Use question marks mostly correctly

WTS Use commas for lists mostly correctly

WTS Use apostrophes for contraction mostly correctly

EXS Use inverted commas mostly correctly

EXS Use commas for clarity mostly correctly

EXS Use punctuation for parenthesis mostly correctly

EXS Make some correct use of semi-colons

EXS Make some correct use of colons

GDS Use a range of punctuation taught at key stage 2 correctly e.g. semi-colons, dashes, colons and hyphens

GDS When necessary, use punctuation to enhance meaning and avoid ambiguity

Select appropriate and effective vocabulary

EXS Use verb tenses consistently correctly throughout their writing

EXS Select vocabulary that reflects the level of formality required mostly correctly

EXS Select grammatical structures that reflect the level of formality required mostly correctly

GDS Distinguish between the language and speech and writing and choose the appropriate register

GDS Exercise an assured conscious control over the levels of formality, particularly through manipulating grammar and vocabulary to achieve this

Handwriting and presentation

WTS Produce legible handwriting

EXS Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters

Spelling

WTS Spell most words correctly (years 3 and 4)

WTS Spelling some words correctly (years 5 and 6)

EXS Spell most words correctly (years 5 and 6)

EXS Use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Plan, revise and evaluate writing

Note and develop initial ideas.

Plan writing by identifying the audience and purpose of writing.

Assess the effectiveness of their own and other's writing.

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Ensure consistent and correct use of tense throughout writing.

Perform their own compositions using the appropriate intonation, volume and movements so that their meaning is clear.

Proof-read for spelling and punctuation errors.

Word

Convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify).

Understand and use verb prefixes (e.g. dis-, de-, mis-, over-, re-).

Terminology

Understands and uses relative clauses

Understands and uses modal verbs

Understands and uses relative pronouns

Understands and uses parenthesis

Understands and uses brackets

Understands and uses dashes

Understands and uses cohesion

Understands and uses ambiguity