

English Progression Framework: Writing Skills

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing Transcription					
Spelling Spell words containing each of the 40+ phonemes already taught	Spelling Segment spoken words into phonemes and representing these by graphemes, spelling many correctly			Spelling Spell some words with 'silent' letters: e.g. knight, psalm, solemn	
Pupil can usually correctly spell words containing sounds up to and including group 3 from the Roseberry Phonic programme. <i>E.g. snail, fright</i>	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: <i>e.g. yestirday, exsighting, speshall</i>			Spells most common kn, mb, stle, mn, silent b words correctly: <i>e.g. knee, thumb, rustle, solemn, debt.</i>	Spells most common ps, psy, gn and silent n words correctly: <i>e.g. psalm, gnaw, government, environment</i>
Spelling Segment adjacent consonants in words and apply this in spelling					
Pupils can segment the adjacent consonants they hear when speaking words such as click and trap to enable them to spell words with adjacent consonants correctly.					
Spelling Use 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. (Roseberry Phonics Programme Group 4 sounds) <i>e.g. pupil says letter names when spelling 'ai' as in rain and 'ay' as in play</i>					
Spelling Spell common exception words	Spelling Spell common exception words	Spelling Spell words that are often misspelt (including CEW)			
Pupil can make phonically plausible attempts at Year 1 common exception (irregular) words, most of which are correctly spelt: <i>e.g. pupil writes 'frend' instead of 'friend' or 'yoo' instead of 'you'</i>	Pupil can make phonically plausible attempts at Year 2 common exception (irregular) words, most of which are correctly spelt: <i>e.g. door, because, sugar, people</i>	Pupil can spell all CEW from their year group list. 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 spell all CEW from their year group list. 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: liebrare-ee.	Pupil can spell all CEW from their year group list.	Pupil can spell all CEW from their year group list.

<p align="center">Spelling Spell compound words</p>					
<p>Children can spell compound words where each part of the longer word is spelt as it would be if it were on its own. <i>E.g. football, playground</i></p>					
<p align="center">Spelling Apply simple spelling rules and guidelines, as listed in English Appendix 1</p>	<p align="center">Spelling Learn 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</p>			<p align="center">Spelling 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</p>	
<p>Pupils can spell words using the spelling rules listed in English Appendix 1 e.g.</p> <ul style="list-style-type: none"> • <i>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</i> • <i>The /ŋ/ sound spelt n before k</i> • <i>-tch</i> • <i>The /v/ sound at the end of words</i> 	<p>Pupil can usually spell single syllable and multi-syllabic words containing new spellings of known phonemes (see spelling rules) e.g.</p> <ul style="list-style-type: none"> • <i>race, ice, (the /s/ sound spelt c,)</i> • <i>knock, gnat (the /n/ sound spelt kn and gn at the beginning of words)</i> • <i>typewriter (the /r/ sound spelt wr)</i> <p>Pupil can distinguish between and usually correctly spell common homophones, e.g. some/sum, blew/blue, knight/night.</p>			<p>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.</p>	<p>Pupil is 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 out 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.</p>
	<p align="center">Spelling Distinguish between homophones and near homophones</p>	<p align="center">Spelling Spell further homophones</p>		<p align="center">Spelling Continue to distinguish between homophones and other words which are often confuse</p>	
	<p>Pupil can usually distinguish between, and correctly spell, homophones and near homophones: <i>E.g. there/their/they're, here/hear, quite/quiet, see/sea, bare/bear</i></p>	<p>Pupil can usually distinguish between, and correctly spell, further homophones and near homophones: <i>E.g. pair/pear/pare, loose/lose, wait/weight, rain/reign, are/our, brake/break</i></p>	<p>Pupil can usually distinguish between, and correctly spell, further homophones and near homophones: <i>E.g. whose/who's, peace/piece, whether/weather, medal/meddle</i></p>	<p>Distinguishes and correctly spells most confusing pairs: <i>e.g. as at left and guessed/guest, serial/cereal, bridal/bridle, altar/alter, desert/dessert, draft/draught, stationary/stationery, principal/principle</i></p>	<p>Distinguishes and correctly spells most confusing pairs: <i>e.g. at left and assent/ascent, decent/descent, compliment/complement, affect/effect, precede/proceed, devise/device, prophesy/prophecy, morning/mourning</i></p>
	<p align="center">Spelling Spell words with contracted forms</p>				
	<p>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: <i>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</i></p>				

<p>Spelling Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p>	<p>Spelling Use the possessive apostrophe (singular): e.g. the girl's book</p>	<p>Spelling Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's</p>			
<p>Pupil can independently and with some inconsistencies use the spelling rule (Add es to words ending in -ch, -s, -sh, -x, -z and s to all other endings) e.g. cats, thanks, catches.</p>	<p>Pupil can usually place the possessive apostrophe accurately in singular nouns: <i>e.g. Megan's, Ravi's, the girl's, the child's, the man's</i></p>	<p>N.B recap and consolidate the use of the apostrophe for possession in singular nouns.</p>	<p>Pupil can usually place the possessive apostrophe accurately in words with regular plurals: <i>e.g. girls', boys' animals'</i> and in words with irregular plurals: <i>e.g. women's, men's, sheep's</i></p>		
<p>Spelling Use the prefix -un</p>		<p>Spelling Use further prefixes and understand how to add them (English Appendix 1)</p>			
<p>Pupil can independently use the prefix un- in own writing: <i>e.g. unhappy, undo, unfair</i></p>		<p>Pupil can usually, correctly spell words with prefixes without any associated changes in spelling: <i>in-, dis-, mis-, re-, super-, anti-</i></p>	<p>Pupil can usually, correctly spell words with prefixes without any associated changes in spelling: <i>sub-, inter-, auto-, il-, im-, ir-</i></p>		
<p>Spelling Add suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest</p>	<p>Spelling Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p>	<p>Spelling Use further suffixes and understand how to add them</p>		<p>Spelling Use further prefixes and suffixes and understand the guidelines for adding them</p>	
<p>Pupil can independently use the suffixes -ing, -ed, -er and -est in own writing: e.g. buzzing, buzzed, buzzer, grander, grandest.</p>	<p>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</p>	<p>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: <i>e.g. opened, buttered, gardener, frightening, limited, scattering, referred, deterred, gripped.</i> Spell words with the suffixes -ation, -ous and -ly</p>		<p>Pupil can usually spell words with prefixes and suffixes with or without associated changes in spelling: <i>e.g. applicable, adorable, reliable, changeable, noticeable</i></p>	
<p>Spelling Spell the days of the week</p>	<p>Spelling Apply simple spelling rules and guidelines, as listed in English Appendix 1</p>	<p>Spelling Apply simple spelling rules and guidelines, as listed in English Appendix 1</p>		<p>Spelling Apply simple spelling rules and guidelines, as listed in English Appendix 1</p>	
<p>Pupil can correctly spell all the days of the week</p>	<p>Add suffixes -ing, -ed, -er, -est and -y to words using the double, drop or swap rule</p>	<p>Use and apply the following spelling rules:</p> <ul style="list-style-type: none"> The /i/ sound spelt y elsewhere than at the end of words e.g. myth, gym, Egypt, pyramid, mystery The /ʌ/ sound spelt ou e.g. young, touch, double, trouble, country Words with endings sounding like /ʒə/ or /t ə/ e.g. measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure Endings which sound like /ʒən/ e.g. division, invasion, confusion, decision, collision, television Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian e.g. invention, injection, action, hesitation, completion, expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, electrician 	<p>Use and apply the following spelling rules:</p> <ul style="list-style-type: none"> Words with the /ʃ/ sound spelt ch (mostly French in origin) e.g. scheme, chorus, chemist, echo, character Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, tongue, antique, unique Words with the /ʃ/ sound spelt ch (mostly French in origin) e.g. chef. Chalet, machine, brochure Words with the /s/ sound spelt sc (Latin in origin) e.g. science, scene, discipline, fascinate, crescent Words with the /eɪ/ sound spelt ei, eigh, or ey e.g. vein, weigh, eight, neighbour, they, obey 	<p>Use and apply the following spelling rules:</p> <ul style="list-style-type: none"> Words ending in -able and -ible Words with suffixes beginning with vowel letters to words ending in -fer referring, referred, referral, preferring, preferred, transferring, transferred Words containing the letter-string ough ought, rough, cough, dough, through, thorough, plough 	<p>Use and apply the following spelling rules:</p> <ul style="list-style-type: none"> Use hyphens correctly in spelling (e.g. co-ordinate, re-enter, co-operate, co-own) Spell words with the /i:/ sound spelt ei after c deceive, conceive, receive, perceive, ceiling Spell words ending in -ably and -ibly Spell words which sound like /ʃəs/ spelt -cious or -tious vicious, precious, ambitious, cautious, Spell words with endings which sound like /ʃəl/ official, special, artificial, partial, confidential, essential Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency

Spelling Naming the letters of the alphabet in order		Spelling Use the first two or three letters of a word to check its spelling in a dictionary		Spelling Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	
Pupil can name the letters of the alphabet in order.		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.	Pupil can usually find words in a dictionary, can accurately check their own attempt at spellings against the correct spelling and make any amendments.	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.	
Spelling Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Spelling Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Spelling Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far			
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: <i>e.g. Tom had a lot of gifts and cards for his sixth birthday</i>	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: <i>e.g. The farmer had eight sheep, two dogs and four children</i>	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: <i>e.g. We bought two pairs of girls' shoes. Beginners often lose their way in our big library</i>	Pupil can usually remember and write a dictated sentence accurately applying newly taught spelling patterns and punctuation accuracy: <i>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</i>		
Handwriting Sit correctly at a table, holding a pencil comfortably and correctly	Handwriting Form lower-case letters of the correct size relative to one another	Handwriting 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		Handwriting Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	
Pupil can sit correctly at a table and holds the pencil using the correct pencil grip in preferred hand.	Pupil can correctly form most lower-case letters as outlined in Martin Harvey's handwriting policy, showing some consistency and control over their size. Presentation is neat.	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 policy (Martin Harvey There is some consistency in decisions to join letters or leave letters unjoined.)	Pupil can correctly form and join most letters in accordance with the school's policy (Martin Harvey)	Pupil can usually make choices over letter shapes and joins to ensure fluency, legibility and good presentation.	Pupil can make choices over letter shapes and joins to ensure fluency, legibility and good presentation. They are 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
Handwriting Begin to form lowercase letters in the correct direction, starting and finishing in the right place	Handwriting 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	Handwriting 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		Handwriting Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task	
Pupil can write letters, most of which are correctly formed	Pupil can sit correctly at a table, hold a pencil with correct grip and correctly form and join the digraphs and trigraphs taught in the Roseberry Phonics Programme. <i>Should we be joining more than this?</i>	Pupil's writing can be read, is usually consistent and beginning to be pleasing in appearance	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 can usually select the appropriate writing instrument: e.g. a pencil for making notes, a pen for formal writing	Pupil can select the appropriate writing instrument: e.g. colour-coded markers for explaining keys on maps or labelling axes on a graph Pupil is increasing the pace of writing while sustaining neatness and legibility across longer passages

<p>Handwriting Form capital letters</p>	<p>Handwriting Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p>				
<p>Pupil can correctly form most capital letters.</p>	<p>Pupil can form most capital letters, digits and lower-case letters showing good control over the orientation and size.</p>				
<p>Handwriting Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words</p>	<p>Handwriting Use spacing between words that reflects the size of the letters</p>				
<p>Pupil can usually leave spaces between words.</p>	<p>Pupil can usually leave appropriately sized spaces between words: e.g. knows to leave room for own lower-case letter 'a' between words.</p>				
<p>Handwriting Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p>					
<p>Pupil can correctly identify all handwriting families and sort most letters into them: e.g. The straight line family, The coat hanger family, The bridge family, The Ziz Zag Family, The smile family, The misfits. And pupils use this knowledge to remember correct letter formation when writing</p>					

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing Composition					
Planning and Drafting Pupil can write for a range of different purposes showing awareness of genre and includes some text and structural features	Planning and Drafting Pupils should be taught to develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry and writing for different purposes	Planning and Drafting 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		Planning and Drafting Pupil can write for a range of different purposes showing awareness of genre and includes appropriate text and structural features	Planning and Drafting 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
Pupils to use the appropriate text features as outlined in the RPS genre progression document.	Pupil can write simple narratives, simple poems and simple recounts of real events for different purposes; sustaining sufficient features of the genre and some evidence of writing stamina. Pupils to use the appropriate text features as outlined in the RPS genre progression document.	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. Pupils to use the appropriate text features as outlined in the RPS genre progression document.	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. Pupils to use the appropriate text features as outlined in the RPS genre progression document.	Pupils to use the appropriate text features as outlined in the RPS genre progression document.	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. Pupils to use the appropriate text features as outlined in the RPS genre progression document.
				Planning and Drafting 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	
				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 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
Planning and Drafting Write sentences by: saying out loud what they are going to write about	Planning and Drafting Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about	Planning and Drafting Plan their writing by: discussing and recording ideas		Planning and Drafting Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary	
Pupil can usually decide on a topic for writing and say what they will write about	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 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 spider diagram, flowchart or timeline	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 usually think aloud and record their ideas, sometimes drawing on independent reading and research: e.g. use a spider diagram, planning model to organise and develop related ideas drawn from 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

<p>Planning and Drafting Write sentences by: composing a sentence orally before writing it</p>	<p>Planning and Drafting Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence</p>	<p>Planning and Drafting 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)</p>		<p>Planning and Drafting Draft and write by: using a wide range of devices to build cohesion within and across paragraphs</p>	
<p>Pupil can independently compose a sentence orally ready to replicate it in writing</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 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</p>	<p>Pupil can, independently, compose and orally rehearse sentences usually incorporating new vocabulary. Variation in sentence structure includes single and multiclaue sentence structures</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 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>Planning and Drafting Write sentences by: sequencing sentences to form short narratives</p>	<p>Planning and Drafting Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary</p>	<p>Planning and Drafting Draft and write by: in narratives, creating settings, characters and plot</p>		<p>Planning and Drafting Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>	
<p>Ideas are sequenced appropriately: e.g. stories have a beginning, middle and an end</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 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 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 usually describe settings, characters 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 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>Planning and Drafting Draft and write by: organising paragraphs around a theme</p>		<p>Planning and Drafting Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	
		<p>Pupil can usually organise their material into logical chunks and write a coherent series of linked sentences for each: <i>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.</i> 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: 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 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</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>

Planning and Drafting Draft and write by: in non-narrative material, using simple organisational devices		Planning and Drafting Draft and write by: in non-narrative material, using simple organisational devices: e.g. headings and subheadings		Planning and Drafting Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)	
Pupils can write to inform See RPS genre progression document	In non-narrative writing, simple layout conventions support presentation of facts/ideas. See RPS genre progression document	Pupil can usually marshal their material into logical chunks and write an appropriate main heading for the text and suitable subheadings for each chunk. See RPS genre progression document	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. See RPS genre progression document	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. See RPS genre progression document	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. See RPS genre progression document
					Maintain the style and form of a piece throughout including the use of vocabulary for impact
				Planning and Drafting Draft and write by: précising longer passages	
					Pupil can usually précis longer passages, identifying key ideas, reformulating them coherently in their own words and justifying inclusions and exclusions
Editing Writing Discuss what they have written with the teacher or other pupils	Editing Writing Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils	Editing Writing Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements		Editing Writing Evaluate and edit by: assessing the effectiveness of their own and others' writing	
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, 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	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	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 subheading doesn't really match the content of the paragraph underneath it. I need to change one or the other	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	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>Editing Writing Write sentences by: re-reading what they have written to check that it makes sense</p>	<p>Editing Writing 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</p>	<p>Editing Writing Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>		<p>Editing Writing Evaluate and edit by: proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</p>	
<p>Pupil, with support, re-reads what they have written to check that it makes sense</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: <i>e.g. pupil originally writes 'I sat under the tree and ate my sandwich at lunchtime.' After checking, pupil amends 'sitting' to sat, 'eaten' to ate.</i></p>	<p>Pupil can usually identify possible improvements in grammar and vocabulary to their own and others' writing: <i>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.'</i></p>	<p>Pupil can, independently, proofread 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 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>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</i></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: <i>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!'</i></p>
	<p>Editing Writing 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)</p>	<p>Editing Writing Proof-read for spelling and punctuation errors</p>			
	<p>Pupil can usually spot most of their own and others' spelling and punctuation errors quickly. They know how to correct them, including errors in the most recently taught grammar, spelling patterns and punctuation items: <i>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'</i></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: <i>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'</i></p>	<p>Pupil can usually spot most of their own and others' spelling and punctuation errors quickly. They know how to correct them, including errors in the most recently taught spelling patterns and punctuation items: <i>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'</i></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 usually write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative, checking for these when editing: <i>e.g. in flashbacks, letters and interviews</i></p>

				Editing Writing Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing	
					Pupil can 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
				Editing Writing 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	
				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	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
Performing Writing Read aloud their writing clearly enough to be heard by their peers and the teacher	Performing Writing Read aloud what they have written with appropriate intonation to make the meaning clear	Performing Writing 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		Performing Writing Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	
Pupil can read their writing aloud clearly enough to be heard by their peers and teacher	Pupil can read their writing aloud with expression to make the meaning clear	Pupil can read their writing aloud with expression, loudly and clearly enough to be heard and understood by all	Pupil can read loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation	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	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.

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing: VGaP (Vocabulary, Grammar and Punctuation)					
Vocabulary Begin and end a written story using story language	Vocabulary Story language developed and links between ideas are made				
Pupils to use story language to signal the beginning or ending <i>e.g. One day, Happily ever after</i>	The use of story language is developed <i>e.g. 'suddenly'</i> and descriptive phrases are evident and add interest. Links between ideas/events are made: <i>e.g. once there was, no sooner, one day, when, then.</i>				
	Vocabulary Expand noun phrases to describe and specify: e.g. the blue butterfly	Vocabulary Expand noun phrases	Vocabulary Expand noun phrases	Vocabulary Use expanded noun phrases to convey complicated information concisely	
	Pupil can usually use expanded noun phrases to describe and specify: <i>e.g. the blue butterfly, plain flour, the man on the moon.</i>	Pupil can use expanded noun phrases to describe and specify: <i>e.g. the girl expanded to: the little girl with golden hair</i>	Pupil can expand noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. <i>e.g. the teacher expanded to: the strict maths teacher with curly hair</i>	Pupil can usually use expanded noun phrases to convey precise and detailed information concisely: <i>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...</i>	Pupil can usually use expanded noun phrases to convey complicated information concisely: <i>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...</i>
Vocabulary Appropriate and sometimes adventurous vocabulary choices are selected when constructing single clause sentences.	Vocabulary Use vocabulary appropriate to the subject matter to vary word choices and used for effect, adding detail to engage the reader	Vocabulary Use vocabulary precisely for effect to interest, entertain or amuse the reader including details of events, characters, setting, feelings or motives	Vocabulary Use technical, imaginative or specific vocabulary to good effect to support the writer's purpose	Vocabulary Use a thesaurus	
Work shows evidence of vocabulary used for effect <i>e.g. the dark forest</i> Pupils to use interesting words and adjectives to describe which are appropriate in the context. <i>E.g. The dinosaur has <u>sharp</u> teeth. His <u>enormous</u> tail <u>thuds</u> on the ground.</i>	Work shows evidence of appropriate word choices linked to the context of the piece of writing. Uses some descriptive phrases to add detail or emphasis. <i>E.g. <u>Slowly</u> the <u>creepy</u> old witch <u>crept</u> behind the <u>cauldron</u>.</i>	Work shows evidence of appropriate word choices linked to the context of the piece of writing. Use of descriptive phrases and well-chosen vocabulary to add detail or emphasis. <i>E.g. Terrified the little girl with golden hair ran through the dark, forbidden forest</i>	Work shows evidence of appropriate word choices linked to the context of the piece of writing and technical vocabulary linked to the topic in non-fiction texts. Use of descriptive phrases and specific vocabulary to add detail or emphasis. A thesaurus may be used to select appropriate alternatives to vocabulary choices	Pupil can usually use a thesaurus to introduce varied and precise vocabulary: <i>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</i>	Pupil can usually use a thesaurus to introduce varied and precise vocabulary and avoid repetitious or bland language: <i>e.g. backing up choices with a dictionary check to ensure selected word is appropriate</i>
				Vocabulary Converting nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -fy	

				Pupil can usually convert nouns or adjectives into verbs: e.g. hyphen into hyphenate; terrific into terrify; random into randomise e.g. example into exemplify; class into classify; magnet into magnetise; orchestra into orchestrate	
				Vocabulary Verb prefixes: e.g. dis-, de-, mis-, over-, re	
				Pupil can use prefixes to generate new verbs: e.g. disapprove; defuse, misunderstand, overestimate, recombine	
		Grammar 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		Grammar Devices to build cohesion, including adverbials of time, place and number	
		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	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: <i>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</i>	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 link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
	Grammar Write sentences with different forms: statement, question, exclamation, command	Grammar Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause	Grammar Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause. Uses fronted adverbials	Grammar 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	
	Pupil can correctly structure statements, questions, exclamation sentences and commands: <i>e.g. The colourful butterfly flew from flower to flower; Where do clouds come from?; What big ears you have!; Sift the flour and mix into the other ingredients</i>	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: <i>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</i>	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, <i>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</i>		Pupil can usually use the present perfect form of verbs to mark relationships of time and cause: <i>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)</i>
Grammar Join words and clauses using 'and'	Grammar Use subordination (using when, if, because) and co-ordination (using or, and, but, so)	Grammar 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	Grammar Extending the range of sentences with more than one clause by using a wider range of conjunctions	Grammar Use a wide range of conjunctions for a variety of purposes within multiclausal sentences	Grammar Vary the position and length of clauses within multiclausal sentences for effect and impact

Confidently and correctly joins words and clauses with 'and': <i>e.g. I went to the park and played on the swing.</i>	Pupil can, with some consistency, correctly use subordination and coordination: <i>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 book bag</i>	Pupil can write an increasing range of sentences with more than one clause using the conjunctions: when, if, because, although and applying the new learning across a range of independent writing: <i>e.g. We still went on our class trip to the water park although it was raining when we set out</i>	Pupil can use a wide range of subordination conjunctions including: when, if, because, although, while, as, until, once, after at the beginning and within sentences to add relevant detail to complex sentences: <i>e.g. We put up our umbrellas when it rained. When it rained we put up our umbrellas</i>	Pupil can use a wide range of subordination conjunctions including: when, if, because, although, while, as, until, once, after, whenever, wherever, before, despite, even though, though, since	Pupil can use a wide range of clauses varying the position of them within a sentence for effect e.g. suspense
				Grammar 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	
				Pupil can usually use relative clauses beginning with who, whose, which, that or with an implied (i.e. omitted) relative pronoun: <i>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</i>	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 multiclausal sentences <i>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</i>
				Grammar Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of possibility	
				Pupil can usually use modal verbs to indicate degrees of possibility: <i>e.g. there might be ... it could be ... we may be</i>	Pupil confidently uses modal verbs and adverbs to indicate degrees of possibility: <i>e.g. might have done... could have acted... ought to have listened... should have known usually, frequently, probably, regularly, seldom, almost never</i>
				Grammar Using passive verbs to affect the presentation of information in a sentence	
					Pupil can use the passive voice appropriately in independent writing such as writing up a science investigation: <i>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</i>
				Grammar Recognise vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms	

					Use structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, <i>e.g. He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I were or Were they to come in some very formal writing and speech</i>)
	Grammar Learn how to use: the present and past tenses correctly and consistently including the progressive form	Grammar Select the appropriate tense for the different styles of writing	Grammar 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		
	Pupil can, with support, and with some inconsistency make the correct choice in use of present and past tense	Pupil can select the appropriate tense for the task and apply the new learning across a range of independent writing: <i>e.g. I hoped my team would win last week and they did, and I am hoping they will win again tomorrow</i>	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: <i>e.g. I have read three books by that author; the librarian has told me the new title will be in shortly</i>		
	Grammar Learn the five vowels	Grammar Identify vowels and consonants	Grammar Use the correct form of 'a' or 'an'		
Pupils know that there are five vowels and can name them	Pupils to be able to quickly and confidently identify whether a letter is a vowel or consonant	Pupil can decide whether a noun needs 'a' or 'an' in front of it and usually makes the right choice in independent writing: <i>e.g. an apple, an orange and a banana</i>			
Grammar Use the grammatical terminology in English Appendix 2 in discussing their writing	Grammar Use and understand the grammatical terminology in English Appendix 2 in discussing their writing	Grammar Use and understand the grammatical terminology in English Appendix 2 in discussing their writing			
Pupils to use and understand the grammatical terminology in English Appendix: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	In preparation for the SPaG test, pupils to use and understand the grammatical terminology in English Appendix 2: noun, noun phrase, statement, question, exclamation, command, adjective, verb, suffix, adverb, tense (past and present) apostrophe, commas in a list	In preparation for the SPaG test, pupils to accurately and appropriately use and understand the grammatical terminology in English Appendix 2: adverb, preposition, co-ordinating conjunction, subordinating conjunction, word family, prefix, clause, main clause (independent clause, subordinate clause (dependent clause), direct speech, consonant, consonant letter vowel, vowel letter, inverted commas	In preparation for the SPaG test, pupils to accurately and appropriately use and understand the grammatical terminology in English Appendix 2: determiner, pronoun, possessive pronoun, adverbial (including those to the left)	In preparation for the SPaG test, pupils to accurately and appropriately use and understand the grammatical terminology in English Appendix 2: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity (including those to the left)	In preparation for the SPaG test, pupils to accurately and appropriately use and understand the grammatical terminology in English Appendix 2: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points (including those to the left)

<p>Punctuation Capital letters, full stops, question marks and exclamation marks to demarcate sentences <i>Links to</i> Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark <i>And</i> Write with increasing accuracy in the use of punctuation in phrases and single clause sentences</p>	<p>Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name)</p>	<p>Punctuation Inverted commas to punctuate direct speech</p>	<p>Punctuation Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials</p>	<p>Punctuation Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>	<p>Punctuation 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 How hyphens can be used to avoid ambiguity</p>
<p>Pupil can demonstrate single clause 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</p>	<p>Pupil confidently demarcates single and multiclaue 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 is using inverted commas confidently and consistently to punctuate direct speech</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 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 use the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semicolons 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>Punctuation Use a capital letter for proper nouns: the names of people, places, the days of the week and the personal pronoun 'I'</p>					
<p>Pupil can use capital letters for proper nouns (special names of people, places, things) <i>e.g. Amanda is gong to Spain on Tuesday</i></p>					