

# Curriculum Skills and Progression English



The Nebula Federation  
Frettenham Primary School

**Reading Expectations**

**EYFS**

**ELG**

- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Pupils can:**

- Read and understand simple sentences
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words
- Demonstrate understanding when talking with others about what they have read.

**Exceeding ELG**

**(No official exemplification)**

**Pupils can:**

- Explain their understanding of a text of what they have independently read.
- Independently recognise phase 3 digraphs within words.
- Read nearly all 100 high frequency words.
- Blend fluently.

**Reading Expectations**

**Year 1**

1	Can distinguish between a word, a letter and a space.
2	Can point to a full stop in text (may only be in big books).
3	Can read some of YR high frequency word list.
4	Can use phonic knowledge to attempt unknown words.
5	Listens attentively to stories at an appropriate interest level.
6	Can use pictures (unprompted) and texts to identify meaning.
7	With support, can find information to help answer simple, literal questions, in texts at an appropriate reading grade (may be using picture clues if not prompted).
8	Can sometimes talk about main points or key events in a simple text.
9	Can retell familiar stories with growing confidence.
10	Is beginning to recognise a range of patterns in texts, including stories, rhymes and non-fiction (e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts...).
11	Is beginning to make predictions based on titles, text, blurb and / or pictures.
12	Can read aloud and is beginning to use expression to show awareness of punctuation (may only be a full stop at this stage).
13	Can read most YR high frequency words.
14	Recognises familiar words (e.g. YR HFW) in simple texts.
15	Can talk about likes / dislikes of stories and information texts.
16	Can notice interesting words ('WOW' words grow with the age of the child).
17	Can choose and talk about a book from a selection.
18	Can read all YR and some Y1 / 2 high frequency word lists. (Requires both parts to score).
19	Can use knowledge of letters, sounds and words to establish meaning when reading aloud.
20	Can retell known stories, including significant events / main ideas in sequence.
21	Can make plausible predictions about the plot of an unknown story, using the text and other book features.
22	Can make plausible predictions about characters, using knowledge of the story and own experiences...
23	Can answer simple questions / find information in response to a direct, literal question.
24	Can express opinions about main events and characters in stories, e.g. good and bad characters
25	Is beginning to identify when reading does not make sense and attempts to self-correct.

Reading Expectations	
Year 2	
1	Can read most of the Y1 / 2 high frequency words.
2	Can use phonic strategies when reading unknown words, however may need support when reading long vowel phonemes that have several representations (e.g. ai a_e) or graphemes that have more than one sound (e.g. bread, read, beach; said, plaid, raid).
3	Knows the function of full stops when reading and shows this in their reading aloud.
4	Can retell an unknown story (unfamiliar before first reading) beginning, middle and end (may only be in simple terms because of its unfamiliarity but children have got the general gist of the story as a whole).
5	Can use the front cover and book title as well as illustrations and the words inside to make reading choices.
6	Can locate specific information on a given page in response to a direct question.
7	Can relate stories / texts to their own experiences, including story settings and incidents.
8	Can comment on obvious characteristics and actions of characters in stories
9	Is beginning to distinguish between fiction and non-fiction.
10	Can use a range of phonic strategies to read unknown regular words.
11	Can identify when reading does not make sense and self-corrects in order for the text to make sense.
12	Can read aloud, taking into account . ? !
13	Can locate some specific information e.g. key events, characters' names etc. or key information on a non-fiction page.
14	Can make predictions about a text using a range of clues (e.g. experience of books written by the same author, experience of books already read on a similar theme, book title, cover and blurb).
15	Can compare similarities and differences between texts / books in terms of characters, settings and themes.
16	Can provide simple explanations about events or information (e.g. why a character acted in a particular way).
17	Is beginning to talk about the features of certain non-fiction texts (non-chronological report, information poster, letter).
18	Is beginning to use contents and index pages to locate information in non-fiction texts.
19	Can read all of the high frequency words, up to and including the Y1 / 2 high frequency word list (fluent reading of frequently encountered words without 'sounding and blending').
20	Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-import-ant).
21	Can read words with contractions, e.g. I'm, I'll, we'll, he's and understands that the apostrophe represents the omitted letter(s).
22	Can read aloud with intonation, taking into account a wider range of punctuation (. ? ! ,).
23	Can explain the meaning of 'WOW' words in context (appropriate grade of book), e.g. despair, marvel (including words with common prefixes and suffixes e.g. undecided, forgetful).
24	Can summarise a story, giving the main points clearly in sequence.
25	Having read a text (grade appropriate), can find the answers to questions, both written and oral.
26	Can talk about how different words and phrases affect meaning.
27	Can discuss reasons for events in stories by beginning to use clues in the story.
28	Is beginning to read between the lines, using clues from text and pictures, to discuss thoughts, feelings and actions.
29	Can talk about the features of certain non-fiction texts (non-chronological report, recount, letter).
30	Can demonstrate how to use information books (by using layout, index, contents page, glossary).
31	Can ask questions before reading a non-fiction text and look for the answers within the text when reading.

**Reading Expectations**

**Year 3**

1	Can read independently using a range of strategies appropriately, including decoding, to establish meaning.
2	Can read aloud with expression and intonation taking into account . ? , ! and ' for contractions, as well as inverted commas ( " " ) for dialogue.
3	Can summarise and explain the main points in a text, referring back to the text to support this.
4	Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level) and ideas in an appropriate level text.
5	Can make plausible predictions based on knowledge from / of the text and wider connections (e.g. other books on same theme; other books by same author; a personal connection the child makes; a connection the child makes to wider experiences).
6	Can explain how and why main characters act in certain ways in a story, using evidence from the text.
7	Can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts.
8	Understands the purpose of a paragraph / chapter (the way in which writers use paragraphs and chapters to group related ideas together).
9	Identifies where language is used to create mood, build tension or paint a picture.
10	Can use knowledge of the alphabet to locate information (e.g. dictionary, index).
11	Can read most Y4 / 5 high frequency words.
12	Is able to quote directly from the text to support thoughts and discussions.
13	Can discuss reasons for actions and events based on evidence in the text.
14	Can discuss how characters are built from small details.
15	Can explore potential meanings of ambitious vocabulary (WOW Words) read in context (using knowledge of etymology (the word origin), morphology (the form and structure of a word, i.e. the 'root' word plus prefix and/or suffix), or the context of the word).
16	Can sometimes empathise with different characters' point of view in order to explain what characters are thinking / feeling and the way they act.
17	Can comment on the author's choice of language to create mood and build tension.
18	Can identify the differences between a wider range of non-fiction text types (e.g. instructions, explanations).
19	Can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions).
20	Can read all Y4 / 5 high frequency words.
21	Can read aloud with intonation and expression, taking into account higher grade punctuation, including ... ( ) - .
22	Can locate information by skimming (for a general impression) and scanning (to locate specific information).
23	Can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin).
24	Can recognise how a character is presented in different ways and respond to this with reference to the text.
25	When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence.
26	Is beginning to distinguish between fact and opinion in texts.
27	Can use clues from action, description and dialogue to establish meaning.
28	Is beginning to identify differences between different fiction genres.
29	Is beginning to read between the lines to interpret meaning and / or explain what characters are thinking / feeling and the way they act.

**Reading Expectations**

**Year 4**

1	Can read a range of grade appropriate texts fluently and accurately.
2	Can skim and scan to identify key ideas in text.
3	Can use knowledge of text structure to locate information (e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph / chapter in fiction).
4	Can quote directly from the text to answer questions.
5	Can clarify the meanings of ambitious words and / or phrases in context (appropriate graded book).
6	Can read between the lines, using clues from action, dialogue and description to interpret meaning and / or explain what characters are thinking / feeling and the way they act.
7	Can explore alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.
8	Can understand and explain different characters' points of view.
9	Can infer meaning, using evidence from the text and wider experiences.
10	Can recognise the different text features within a variety of mixed-genre texts.
11	Can identify and explain the difference between fact and opinion.
12	Can talk about the effects of different words and phrases to create different images and atmosphere (e.g. powerful verbs, descriptive adjectives and adverbs).
13	Can talk about the author's choice of language and its effect on the reader in non-fiction texts (e.g. 'foul felon' in a newspaper report about a burglary).
14	Can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes.
15	Can refer to the text to support opinions and predictions. (Sum up what you have found / discussed / thought about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views.)
16	Can identify and discuss the various features of fiction genres (e.g. science fiction, adventure, mystery etc.).
17	Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text.
18	Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.
19	Can compare and talk about the structures and features of a range of non-fiction texts.
20	Can identify the ways in which paragraphs are linked (e.g. use of connecting adverbs, pronouns for character continuity).
21	Can identify the point of view from which a story is told and how this affects the reader's response (e.g. author's bias).
22	Can discuss how an author builds a character through dialogue, action and description.
23	Can identify relationships between characters, explaining the effects this has on the reader (e.g. how characters behave in different ways as they interact with different people and/or different settings).
24	Can talk with friends about books and listen to the opinions of others, in order to share book recommendations and widen understanding of the world.
25	In most grade-appropriate texts, can discuss how and why the text affects the reader and refer back to the text to back up a point of view.
26	Can understand that figurative language creates images.
27	Can read aloud with pace, fluency and expression, taking punctuation and author's intent into account.
28	Can discuss the work of some established authors and knows what is special about their work.
29	Can justify preferences in terms of authors' styles and themes.
30	Can infer and deduce meaning based on evidence drawn from different points in the text.
31	Can talk about how a character could be seen in different ways, depending on how the author chooses to portray them.
32	Can refer to the text to support opinions and elaborate. (Sum up what you have found / discussed / thought about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences.)

**Reading Expectations**

**Year 5**

1	Can work out the meaning of unknown words from the way they are used in context.
2	Can understand and explain the function of sophisticated punctuation ( ... ; - () and ' for contraction and possession and “ ” for direct speech).
3	Can skim and scan non-fiction texts to speed up research.
4	Can refer to the text to support predictions and opinion (Sum up what you have found / discussed / thought about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences.)
5	Can confidently identify the point of view of some texts and how this impacts on the reader.
6	Can identify and discuss implicit and explicit points of view in some texts at an appropriate grade.
7	Can explain a character’s motives throughout a story and use evidence from the text to back up opinions.
8	Can explain the structural devices an author has used to organise a text (e.g. going beyond the superficially obvious in fiction, such as decisions about plot structure or flash backs / flash forwards; in non-fiction, looking at devices and decisions the writer has made in multi-genre texts).
9	Can decide on the quality and usefulness of a range of texts and explain clearly to others.
10	Can infer messages moods, feelings and attitudes across a text in grade-appropriate texts (e.g. how a message can be inferred through referring back to different points in the text where things have been implied).
11	Can retrieve and collate key ideas and information from a range of sources.
12	Can comment on the success of texts in provoking particular responses (e.g. anger, sadness).
13	Can identify why a long-established novel may have retained its lasting appeal.
14	Can recognise which character the writer wants the reader to like or dislike and what techniques are used to achieve this.
15	Can discuss the difference between literal and figurative language and the effects of imagery.
16	Can evaluate the success of a text providing evidence that refers to language, theme and style.
17	Can sometimes recognise the use of irony and comment on the writer’s intention (e.g. sarcasm, insincerity, mockery).
18	Can explore texts to support and justify predictions and opinions. (Sum up what you have found / discussed / thought about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences.)
19	Can identify the purpose, audience and organisation of different fiction / non-fiction texts and evaluate the success of each of these elements.
20	Is beginning to evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text.
21	Can discuss the message a text has about our society, a particular culture or traditions from the past.

**Reading Expectations**

**Year 6**

1	Can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts.
2	Can use quotations and text references to support ideas and arguments.
3	Can summarise information from different points in the same text or across a range of texts.
4	Can combine information from different reading sources with increasing precision to produce meaningful information (e.g. by referring to other sources of information beyond the main text to support an argument or justification, or being able to choose from information retrieved selectively and precisely in order to present relevant information to a chosen audience)
5	Can infer and deduce messages, moods, feelings and attitudes and reference ideas in the text (e.g. how a message can be inferred through referring back to different points in the text where things have been implied).
6	Can securely make deductions firmly rooted in the evidence in the text.
7	Can identify the different layers of meaning in a text (for example, a war story, might, on the surface, tell about life in the trenches, but at a deeper level might make a powerful case against war or against the propaganda being put out back home).
8	Can evaluate relationships between characters (e.g. how characters behave in different ways as they interact with different people and / or different settings and consider the relative importance of these instances when evaluating a character’s actions).
9	Is beginning to unpick and evaluate the details of the different layers of meaning in texts (pupils use language to discuss such as “This could be interpreted as...on the other hand...perhaps the writer is suggesting...one way of looking at this is that...whilst another could be...”).
10	Can reflect on the wider consequences or significance of information, ideas or events in the text as a whole (e.g. how one small incident altered the whole course of the story).
11	Can discuss how inferences may differ depending upon the experiences of the reader.
12	Can give detailed insight into how the structural choices support the writer’s theme or purpose (e.g. decisions about plot structure, mapping character development through a whole text, flash backs / flash forwards; in non-fiction, looking at devices and decisions the writer has made in multi-genre texts)
13	Can discuss the range of organisational features used and how they contribute to the overall effect of the text (e.g. how a writer changes viewpoints within a text; how a writer organises information so the reader can compare / contrast ideas).
14	Can explain in detail how the author has used different language features (e.g. how the writer makes different language choices at different points in the text).
15	Can identify and discuss the use of irony and comment on the writer’s intention (e.g. sarcasm, insincerity, mockery).
16	Can clearly identify and explain the writer’s viewpoint, making reference to the text.
17	Can clearly identify the effect the writing has on the reader, and begin to explain how this impact has been created.
18	Can evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text. (Sum up what you have discussed / evaluated; make your point / state your thoughts, ideas and arguments; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences; comment on how successful you feel the writer has been in this particular area, giving examples of how it could be improved, if necessary)E
19	Can discuss the purpose, audience and organisation of different fiction / non-fiction texts, evaluating their success. (Sum up what you have discussed / evaluated; make your point / state your thoughts, ideas and arguments; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences; comment on how successful you feel the writer has been in this particular area, giving examples of how it could be improved, if necessary)
20	Can discuss how the historical, social or cultural context of a text can affect its meaning (either the context within in which the writer has written or the context within which the reader is reading) and how this can change over time.



**Guided Reading**

Class 1	Class 2	Class 3
<p>Daily Guided Reading lessons:</p> <ul style="list-style-type: none"> <li>• Small group, teacher-led with a group book (range of phonics-focussed, fiction and non-fiction books)</li> <li>• Weekly comprehension practice (using Nelson)</li> <li>• Daily independent reading</li> </ul>	<p>Daily Guided Reading lessons:</p> <ul style="list-style-type: none"> <li>• Weekly comprehension practice (using Nelson)</li> <li>• Weekly group reading through a group book (range of fiction and non-fiction)</li> <li>• Weekly book-based task based on group book</li> <li>• Weekly independent reading</li> </ul>	<p>Daily Guided Reading lessons:</p> <ul style="list-style-type: none"> <li>• Daily comprehension practice (using Nelson)</li> <li>• Weekly independent reading</li> </ul>

Each class has additional 1 to 1 reading practice with a combination of teachers, TAs and parents each week.

**Writing Expectations**

**EYFS**

**ELG**

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

**Pupils can:**

- Use their phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.

**Exceeding ELG**

**(No official exemplification)**

**Pupils can:**

- Independently write a page or more which is phonically plausible and shows depth within the narrative.
- Spell most common exception words correctly.

(Criteria in bold are necessary to achieve at least expected standard)

Writing Expectations	
Year 1	
1	<b>Can write own first name and surname with appropriate upper and lower case letters.</b>
2	<b>Can form most letters clearly, although size and shape may be irregular and show some control over letter size, shape and orientation in writing.</b>
3	Can form capital letters.
4	Can form digits 0-9.
5	<b>Can name the letters of the alphabet in order.</b>
6	Can spell the days of the week.
7	<b>Can spell many common exception words (and Phase 5 tricky words)</b>
8	Can understand spelling rules for adding 's' or '-es'
9	Can use the prefix 'un-'
10	Can use suffixes '-ing' '-ed' '-er' and '-est'.
11	<b>Always leaves spaces between words.</b>
12	<b>Make recognisable phonic attempts at words using some digraphs.</b>
13	Can spell monosyllabic words correctly. (Beyond CVC with some use of alternative graphemes)
14	<i>Writes captions, labels and attempts other simple forms of writing, (lists, stories, retell etc).</i>
15	Can read writing aloud audibly and clearly
16	Can discuss what they have written with the teacher or other pupils.
17	Can say out loud what they are going to write about.
18	<b>Can speak a sentence before writing it down.</b>
19	<b>Can show some control over word order producing logical statements.</b>
20	<b>Can write simple texts such as lists, stories, reports, recounts (A paragraph or more).</b>
21	<b>Can punctuate some sentences using capital letters and full stops.</b>
22	Can begin to use question marks and exclamation marks.
23	Can use capital letters for people, places, days of the week and pronoun I.
24	<b>Can use a connective to join 2 simple sentences, thoughts, ideas etc. (and, but, when, if, that, because)</b>

**Writing Expectations**

**Year 2**

1	<b>Can spell many Year 2 common exception words.</b>
2	<b>Can spell most common monosyllabic words correctly, and all CVC.</b>
3	<b>Can spell more words with contracted forms.</b>
4	Can use the possessive apostrophe (singular), e.g. Dan’s dog, a man’s jacket.
5	<b>Can use suffixes to spell longer words, including '-ment', '-ness', '-ful', '-less', '-ly'.</b>
6	Can form lower case letters of the correct size relative to one another (use accurate and consistent handwriting).
7	Can 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.
8	<b>Can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters (use accurate and consistent handwriting-consistent use of upper case, size and form).</b>
9	<b>Can use spacing between words that reflects the size of the letters.</b>
10	Can write narratives about personal experiences and those of others (real and fictional).
11	Can write about real events.
12	Can write poetry.
13	<b>Can plan or say out loud what they are going to write about .</b>
14	Can plan by writing down ideas and/or key words, including new vocabulary
15	<b>Can evaluate their writing with the teacher and other pupils.</b>
16	<b>Can proof-read to check for errors in spelling, grammar and punctuation.</b>
17	Can read aloud what they have written with appropriate intonation to make the meaning clear.
18	<b>Can write with meaning in a series of simple sentences.</b>
19	<b>Can use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</b>
20	<b>Can write sentences with different forms: statement, question, exclamation, command.</b>
21	<b>Can use the present and past tenses correctly and consistently including the progressive form.</b>
22	<b>Can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</b>
23	<b>Can use expanded noun phrases to describe and specify, including some ambitious words.</b>
24	Can link ideas and events using strategies to create 'flow' (e.g. last time, also, after, then, soon, at last, and another thing).

Writing Expectations	
Year 3	
1	<b>Can produce work which is organised, imaginative and clear (e.g. simple opening and ending).</b>
2	<b>Is beginning to join their handwriting.</b>
3	Can use a range of chosen forms appropriately and consistently. If the writing is narrative, simple report or recount of a known story this can't be ticked. If another genre, it can be as they will already know those three.
4	Can adapt chosen form to the audience, (e.g. provide information about characters or setting, make a series of points).
5	Can use interesting and ambitious words sometimes, (should not be a technical word used in a taught context only e.g. 'volcano' or 'evaporate').
6	Can develop and extend ideas logically in sequenced sentences, (may still be overly detailed or brief).
7	Can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well).
8	<b>Can usually use correct grammatical structures in sentences mostly correctly, (nouns and verbs agree generally).</b>
9	Can use pronouns appropriately to avoid the awkward repetition of nouns.
10	<b>Can use most punctuation accurately, including at least 3 of the following; full stop and capital, question mark, exclamation mark, comma, apostrophe.</b>
11	<b>Can structure and organise work clearly, (e.g. beginning, middle, end; letter structure; dialogue structure).</b>
12	<b>Is beginning to use paragraphs.</b>
13	Can adapt form and style for purpose, (e.g. clear difference between formal and informal letters; abbreviated sentences in notes and diaries).
14	Can write neatly, legibly and accurately, mainly in a joined style.
15	Can use adjectives and adverbs for description.
16	Can spell phonetically regular, or familiar common polysyllabic words accurately, (sometimes for 3-E e.g. 'forward' 'bonfire') and most or all of the Year 3 High Frequency Words and the Year 3 words in the N.C. Appendix 1.
17	Can develop characters and describe settings, feelings and / or emotions, etcetera.
18	Can link and relate events, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually...).
19	Can attempt to give opinion, interest or humour through detail.
20	Can use generalising words for style, (e.g. sometimes; never; always; often; mainly, mostly, generally etc.) and / or modal verbs / the conditional tense (e.g. might do it; may go; could rain; should win)
21	Is beginning to develop a sense of pace (lively and interesting).

Writing Expectations	
Year 4	
1	<b>Can write in a lively and coherent style.</b>
2	Can use a range of styles and genres confidently and independently. If the writing is a narrative, simple report or recount of a known story this can't be ticked. If any other genre, it can be as pupils will already know those three.
3	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').
4	Can organise ideas appropriately for both purpose and reader, (e.g. captions; headings; bullets; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etcetera).
5	<b>Can use a wide range of punctuation including at least 3 of the following: full stop and capital, question mark, exclamation mark, apostrophe and comma, mainly accurately.</b>
6	<b>Can write neatly, legibly and accurately, usually maintaining a joined style.</b>
7	<b>Is beginning to use more sophisticated conjunctions, (e.g. although, however, nevertheless, despite, contrary to, as well as etc).</b>
8	Can use links to show time and cause. (See attachment for cohesive devices.)
9	<b>Can open sentences in a wide range of ways for interest and impact.</b>
10	Can deliberately use short sentences to create impact.
11	<b>Can use paragraphs although may not always be accurate.</b>
12	Can produce thoughtful and considered writing, (uses simple explanation, opinion, justification and deduction).
13	Can use or attempt grammatically complex structures, (e.g. expansion before and after the noun – 'The little, old man who lived on the hill...'; '... by the lady who taught me the guitar,...')
14	Can use subordinate clauses– 'I felt better when...'
15	Can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 High Frequency Words and the Year 4 words in the N.C. Appendix 1.
16	Can use nouns, pronouns and tenses accurately and consistently throughout.
17	Can use apostrophes and / or inverted commas, mainly accurately (If direct speech is not appropriate to the task, apostrophes alone can score the tick).
18	Can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen.
19	Can select interesting strategies to move a piece of writing forward, (e.g. asides, characterisation, dialogue with the audience, dialogue and negotiation within contexts etcetera).
20	Can advise assertively, although not confrontationally, in factual writing, (e.g. 'An important thing to think about before deciding...'; 'We always need to think about...').
21	Can develop ideas in creative and interesting ways.

<b>Writing Expectations</b>	
<b>Year 5</b>	
1	<b>Can produce well-structured and organised writing.</b>
2	Can use appropriate informal and formal styles with confidence, (e.g. conversational, colloquial, dialectic, standard English).
3	Can use descriptive language to describe settings and characters.
4	Can select from a wide range of known imaginative and ambitious vocabulary and use precisely (All spelling including of complex words, is almost always correct).
5	<b>Can use paragraphs consistently and appropriately.</b>
6	<b>Can use different verb forms mostly accurately.</b>
7	<b>Can use grammar mostly accurately except when consciously using dialect or colloquialism for purpose and audience.</b>
8	Can use different techniques to conclude work appropriately, (e.g. opinion, summary, justification, comment.)
9	<b>Can use complex sentence structures appropriately.</b>
10	<b>Can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon.</b>
11	Can use punctuation appropriately to create effect, (e.g. exclamation mark, dash, question mark and ellipsis).
12	<b>Can write neatly, legibly and accurately in a flowing, joined style and adapt handwriting for effect when appropriate.</b>
13	<b>Can spell most words on the Year 3/4 and 5/6 spelling lists correctly.</b>
14	Can use passive sentences mostly appropriately. For example: The novel was written by Arthur. The house was viewed by.....
15	Can use a range of narrative techniques with confidence, interweaving elements when appropriate, (e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense).
16	Can vary sentence length and word order confidently to sustain interest, (e.g. ‘Having achieved your goals at such an early age, what motivates you to continue? Why fight on?’).
17	Can use a range of devices to adapt writing to the needs of the reader, (e.g. headings, sub-headings, bullets, underlining, parenthesis, introduction providing context, footnote, contents, bibliography).
18	Can use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile).
19	Can use a range of cohesive devices within and across sentences and paragraphs including adverbials. (See attachment for examples.)
20	Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide, (e.g. commas, colons, semicolons, dashes, ellipses).
21	Can show confident and established ‘voice’.

Writing Expectations	
Year 6	
1	Can use paragraphs to organise ideas.
2	Can describe characters and settings.
3	Uses a range of cohesive devices within and across sentences and paragraphs including adverbials. (See attachment for examples.)
4	Uses different verb forms mostly accurately.
5	Uses co-ordinating conjunctions: for, and, nor, but, or, yet, so.
6	Uses subordinating conjunctions: after, although, because, before, until, even though, as soon as.
7	Uses these mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction. (At least 4 of these to achieve the tick.)
8	Spells most words correctly from the Year 3, 4, 5 & 6 spelling lists.
9	Creates atmosphere (describes using all senses with integrated dialogue to advance the action) and sustains it throughout a piece of writing.
10	Selects vocabulary and grammatical structures that reflect the level of formality required mostly correctly.
11	Uses passive verbs mostly appropriately. For example: The novel was written by Arthur. The house was viewed by....
12	Uses modal verbs mostly appropriately. Examples: could, should, would, might, may, must, ought to.
13	Uses a wide range of clause structures, sometimes varying their position within the sentence.
14	Uses adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision. (see attachment for examples.) At least 2 required for the tick.
15	Uses these mostly correctly: inverted commas, commas for clarity, punctuation for parenthesis: ( ) double dash, commas. (At least 2 required for the tick- see attachment for examples.)
16	Makes some correct use of the following: semi-colons, dashes, hyphen, colons. (At least 2 for the tick.)
17	Can manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.
18	Select verb forms for meaning and effect.
19	Uses semi-colons to mark the boundary between independent clauses.
20	Uses colons to mark the boundary between independent clauses.
21	Maintains legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.
Yellow: Working Towards Expected Standard Green: Working at Expected Standard Purple: Greater Depth	



