



Working Below	Working Towards	Developing	Secure	Depth & Mastery
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Greater Depth statements are highlighted in purple

Working at the expected standard				
Transcription: Spelling	1	Using verb prefixes (e.g. dis-, de-, mis-, over, and re-)		
	2	Spell some words with 'silent' letters		
	3	Continue to distinguish between homophones and other words which are often confused		
	4	Covert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise and -ify)		
	6	Use dictionaries to check the spelling and meaning of words		
	7	Use a thesaurus		
	8	Can spell most words correctly from the Y5/6 Spelling list		
Transcription: Handwriting	9	Write legibly , fluently and with increasing speed		
	10	Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters		
	11	Choose the writing implement that is best suited for a task		
Composition: Structure	12	Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models		
	13	Plan writing by noting and developing initial ideas, drawing on reading and research where necessary		
	14	Plan writing by considering how authors have developed characters and settings		
	15	Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning		
	16	Draft and write by describing settings, characters and atmosphere		
	17	Draft and write by integrating dialogue to convey character and advance the action		
	18	Draft and write by précisising longer passages		
	19	Build cohesion within a piece of writing avoiding ambiguity		
	20	Use further organisational and presentational devices to structure text and to guide the reader		
	21	Assess the effectiveness of their own and others' writing and can suggest improvements		
	22	Adapt sentence structures to show a control over levels of formality		
	23	Write effectively and coherently for a range of purposes and audiences selecting appropriate register drawing on what they have read		
Composition: Punctuation & Grammar	24	Ensure the consistent and correct use of tense throughout a piece of writing		
	25	Ensure correct subject and verb agreement when using singular and plural		
	26	Use brackets, dashes or commas to indicate parenthesis		
	27	Recognise and use subjunctive forms		
	28	Use passive verbs to affect the presentation of information in a sentence		
	29	Use perfect form of verbs to mark relationships of time and cause		
	30	Use expanded noun phrases to convey complicated information concisely		
	31	Use relative clauses		
	32	Use modal verbs or adverbs to indicate degrees of possibility		
	33	Link ideas across paragraphs using adverbials of time, place and number or tense choice		
	34	Proofread for spelling and punctuation errors		
	35	Commas used effectively to mark the boundaries between clauses (including relative clauses)		
	36	Adapt grammar structures to show a control over levels of formality		
Composition: Vocabulary	37	Make conscious vocabulary choices to have an effect on the reader		
	38	Adapt vocabulary to show a control over levels of formality		

Procedures & Expectations:

Writing should be assessed over the course of a term using writing in Big Write, English and Cross-Curricular books/files. Teachers should assess the standard of writing for each child on a termly basis (& at the end of the school year) as to whether they are **on track** for (given the curriculum coverage at that point):

Working Below: Not accessing curriculum year group KPIs.	Working Towards: Evidence of some KPIs in writing. Inconsistent.	Developing: Evidence of all KPIs across range of writing.	Secure: Evidence of applying all KPIs across range of writing	Depth & Mastery: Also evidence of all GD KPIs across range of writing
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