



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	Use further prefixes and suffixes and understand the guidance for adding them			
	2	Spell some words with 'silent' letters			
	3	Continue to distinguish between homophones and other words which are often confused			
	4	Use dictionaries to check the spelling and meaning of words			
	6	Use a thesaurus			
Transcription: Handwriting	7	Can spell nearly all words correctly from the Y5/6 Spelling list			
	8	Write legibly, fluently and with increasing speed			
Composition: Structure	9	Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters			
	10	Choose the writing implement that is best suited for a task			
	11	Identify and write to the purpose and audience of the writing, selecting the appropriate form and using other similar writing as models for their own			
	12	Note and develop initial ideas, drawing on reading and research where necessary			
	13	Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed			
	14	Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning			
	15	Draft and write by describing settings, characters and atmosphere			
	16	Draft and write by integrating dialogue to convey character and advance the action			
	17	Draft and write by précisising longer passages			
	18	Build cohesion within a piece of writing avoiding ambiguity			
	19	Use further organisational and presentational devices to structure text and to guide the reader			
	20	Assess the effectiveness of their own and others' writing and can suggest improvements			
	21	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear			
	22	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)			
	23	Distinguish between the language of speech and writing and choose the appropriate register			
	24	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this			
	Composition: Punctuation & Grammar	25	Ensure the consistent and correct use of tense throughout a piece of writing		
26		Ensure correct subject and verb agreement when using singular and plural			
27		Proofread for spelling and punctuation errors			
28		Use the passive voice			
29		Use of subjunctive forms			
30		Use of cohesive devices such as: repetition of words/phrases, the use of adverbials and ellipsis			
31		Use of layout devices (e.g. heading, sub-heading, columns, bullets or tables)			
32		Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]			
33		Use of the colon to introduce a list and use of semi-colons within lists			
34		Punctuation of bullet points to list information			
35		How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]			
37		Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity			
Composition: Vocabulary		38	Know and use the difference between vocabulary of informal and formal speech		
	39	Understand how words are related by meaning as synonyms and antonyms			

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):

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