

Oakfield Primary Academy

Whole School Writing Progression

EYFS						
	T1	T2	T3	T4	T5	T6
Phonics & Whole Word Spelling	<p><b>Introduce</b> Identify the initial sounds in words e.g., names and objects.</p> <p><b>Introduce</b> Spell CVC words by identifying the sounds in them and writing the correct letter as sets of set 1 sounds are introduced from the RWI scheme.</p> <p><b>Introduce</b> Spell words with the sounds they can hear to write words matching their spoken words.</p>	<p><b>Practise Develop</b> Identify the initial sounds in words e.g., names and objects.</p> <p><b>Practise</b> Spell CVC words by identifying the sounds in them and writing the correct letter as set 1 sounds are introduced from the RWI scheme.</p> <p><b>Practise</b> Spell words with the sounds they can hear to write words matching their spoken words.</p>	<p><b>Embed</b> Identify the initial sounds in words e.g., names and objects.</p> <p><b>Practise</b> Spell CVC words by identifying the sounds in them and writing the correct letter as set 1 (inc. special friends) sounds are introduced from the RWI scheme.</p> <p><b>Practise</b> Spell words with the sounds they can hear to write words matching their spoken words.</p> <p><b>Introduce</b> Spell some common irregular words as they appear in the RWI scheme.</p> <p><b>Introduce</b> Use capital 'I' for personal pronoun.</p>	<p><b>Practise</b> Spell CVC and 4/5 sounds words by identifying the sounds in them and writing the correct letter as set 1 (inc. special friends) sounds are introduced from the RWI scheme.</p> <p><b>Practise</b> Spell words with the sounds they can hear to write words matching their spoken words.</p> <p><b>Practise</b> Spell some common irregular words as they appear in the RWI scheme.</p> <p><b>Practise</b> Use capital 'I' for personal pronoun.</p>	<p><b>Practise</b> Spell CVC and 4/5 sounds words by identifying the sounds in them and writing the correct letter as set 1 and the beginning of Set 2 sounds are introduced from the RWI scheme.</p> <p><b>Develop</b> Spell words with the sounds they can hear to write words matching their spoken words.</p> <p><b>Practise</b> Spell more common irregular words as they appear in the RWI scheme.</p> <p><b>Develop</b> Use capital 'I' for personal pronoun.</p>	<p><b>Practise</b> Spell CVC and 4/5 sounds words by identifying the sounds in them and writing the correct letter as set 1 and Set 2 sounds are introduced from the RWI scheme.</p> <p><b>Develop</b> Spell words with the sounds they can hear to write words matching their spoken words.</p> <p><b>Practise</b> Spell more common irregular words as they appear in the RWI scheme.</p> <p><b>Embed</b> Use capital 'I' for personal pronoun.</p>
Handwriting	<p><b>Introduce</b> Participate in gross motor activities to improve core strength, control and endurance.</p>	<p><b>Practise</b> Continue to develop gross motor skills.</p>	<p><b>Practise</b> Continue to develop gross motor skills.</p>	<p><b>Develop</b> Continue to improve gross motor skills.</p>	<p><b>Develop</b> Continue to improve gross motor skills.</p>	<p><b>Develop</b> Continue to improve and refine gross motor skills.</p>

	<p><b>Introduce</b> In preparation for handwriting, use fine motor activities such as threading, peg boards and dough disco.</p> <p><b>Consolidate from Pre-school</b> Mark making skills using different implements.</p> <p><b>Introduce</b> Sit correctly on a chair at a table.</p> <p><b>Consolidate from Pre-school</b> Use a preferred hand for holding a pencil.</p> <p><b>Introduce</b> With adult modelling, use a comfortable grip, which in most instances is a tripod grip.</p> <p><b>Introduce</b> Following adult modelling, begin to form correctly Set 1 sounds from RWI scheme in the sequence they are taught.</p>	<p><b>Practise</b> Continue to develop fine motor skills.</p> <p><b>Practise Develop</b> Sit correctly on a chair at a table.</p> <p><b>Practise</b> With adult support, use a comfortable grip, which in most instances is a tripod grip.</p> <p><b>Practise</b> Form correctly Set 1 sounds from RWI scheme in the sequence they are taught.</p>	<p><b>Practise</b> Continue to develop fine motor skills.</p> <p><b>Embed</b> Sit correctly on a chair at a table.</p> <p><b>Practise</b> With growing independence, use a comfortable grip, which in most instances is a tripod grip.</p> <p><b>Practise</b> Form correctly Set 1 sounds (inc. special friends) from RWI scheme in the sequence they are taught.</p> <p><b>Introduce</b> Use spaces between words.</p> <p><b>Introduce</b> Form numbers from 0-9 correctly.</p>	<p><b>Practise</b> Continue to develop fine motor skills.</p> <p><b>Develop</b> With growing independence and confidence, use a tripod grip to develop letter formation.</p> <p><b>Develop</b> Form correctly Set 1 sounds (inc. special friends) from RWI scheme in the sequence they are taught.</p> <p><b>Practise</b> Use spaces between words.</p> <p><b>Practise</b> Form numbers from 0-9 correctly.</p>	<p><b>Develop</b> Continue to improve fine motor skills.</p> <p><b>Develop</b> With more independence, confidence and speed, use a tripod grip to develop letter formation.</p> <p><b>Develop</b> Form correctly Set 1 and 2 sounds from RWI scheme in the sequence they are taught.</p> <p><b>Practise</b> Use spaces between words.</p> <p><b>Practise</b> Form numbers from 0-9 correctly.</p>	<p><b>Develop</b> Continue to improve and refine fine motor skills.</p> <p><b>Embed</b> Write recognisable letters most of which are correctly formed.</p> <p><b>Embed</b> Form correctly Set 1 and 2 sounds from RWI scheme in the sequence they are taught.</p> <p><b>Develop</b> Use spaces between words.</p> <p><b>Develop</b> Form numbers from 0-9 correctly.</p>
Contexts for Writing	<p><b>Introduce</b> Using classroom environments, show an enjoyment of drawing and writing on paper,</p>	<p><b>Introduce</b> Through modelling, adults model how to write the stories that children tell. Children</p>	<p><b>Practise</b> With adult modelling, make up stories, play scenarios and drawings in response to</p>	<p><b>Develop</b> With adult support, show an enjoyment in creating texts to communicate meaning</p>	<p><b>Develop</b> Independently, begin to enjoy creating texts to communicate meaning for an increasing range</p>	<p><b>Embed</b> Independently choose to create own 'stories' and 'books', with images and words, using a</p>

	on screen and on different textures using a variety of media.	see their stories come to life through role-play and drama.	experiences. Imitate adult writing by making continuous lines of shapes and symbols from left to right.	in their own learning time, for an increasing range of purposes such as greeting cards, tickets, lists and invitations.	of purposes such as greeting cards, tickets, lists and invitations.	developing phonic knowledge to create captions, labels or progressing simple sentences.
Planning and Drafting Writing	<b>Introduce</b> Show an enjoyment in listening to books together and begin to join in with some repeated phrases.	<b>Practise</b> Continue to enjoy listening to books together, joining in with some repeated phrases from memory.	<b>Practise</b> Show an enjoyment in books and story-telling through beginning to use literary language in their role-play and own learning time. Begin to use newly introduced vocabulary to talk about a topic.	<b>Develop</b> Show an enjoyment in books and story-telling through using literary language, and newly introduced vocabulary, in their role-play and own learning time. Begin to think of and say a simple sentence.	<b>Develop</b> Think of, say, and begin to write words to form a simple sentence.	<b>Embed</b> Write simple phrases and sentences that can be read by others sometimes showing some awareness of capital letters, full stops and finger spaces.

Year 1						
	T1	T2	T3	T4	T5	T6
Phonics & Whole Word Spelling	<b>Introduce</b> Listen to, hear and practise forming letters, or words, to apply their knowledge of the set 1 and set 2 sounds taught so far.  <b>Introduce</b> With adult modelling, begin to spell some of the Year 1 Common Exception words.	<b>Practise</b> Listen to, hear and practise forming letters, or words, apply their knowledge of the set 2 sounds and some of the set 3 sounds taught so far.  <b>Practise</b> With adult support, spell some of the year 1 Common Exception words.	<b>Practise</b> Listen to, hear and practise forming letters, or words, to apply their knowledge of the set 2 sounds and some of the set 3 sounds taught so far.  <b>Practise</b> With some independence, spell some of the Year 1 Common Exception words.	<b>Develop</b> Begin to independently spell words containing the 40+ phonemes taught so far.  <b>Introduce</b> Begin to make phonetically plausible attempts at writing longer words.  <b>Develop</b> With growing independence, spell many of the Year 1 Common Exception words.	<b>Develop</b> With growing independence, can spell words containing the 40+phonemes taught so far.  <b>Practise</b> Make phonetically plausible attempts at writing longer words.  <b>Develop</b> With growing independence and confidence, spell many of the Year 1 Common Exception words.	<b>Embed</b> Confidently and independently, spell words containing the 4+ phonemes taught.  <b>Practise</b> Make phonetically plausible attempts at writing longer words.  <b>Embed</b> Confidently and independently, spell most of the Year 1 Common Exception words.

	<p><b>Introduce</b> With adult modelling, copy and spell the days of the week.</p> <p><b>Introduce</b> With adult modelling, name the letters of the alphabet in order.</p>	<p><b>Practise</b> With adult support, copy and spell the days of the week.</p> <p><b>Practise Develop</b> Name the letters of the alphabet in order.</p>	<p><b>Practise</b> With increasing independence, spell some of the days of the week.</p> <p><b>Embed Develop</b> Name and begin to use the letters of the alphabet to spell words.</p>	<p><b>Develop</b> With increasing independence, spell many of the days of the week.</p> <p><b>Develop</b> With growing independence, use the letters of the alphabet to spell words.</p>	<p><b>Develop</b> With growing independence and confidence, spell most of the days of the week.</p> <p><b>Develop</b> With growing independence and confidence, use the letters of the alphabet to spell words.</p>	<p><b>Embed</b> Independently and with accuracy, spell the days of the week.</p> <p><b>Embed</b> Use letter names to distinguish between alternative spellings of the same sound.</p>
Other Word Building/ Spelling	<p><b>Practise</b> Apply spelling rules and guidance from Appendix 1.</p>	<p><b>Introduce</b> With adult modelling, use -s at the end of words to form plurals.</p> <p><b>Introduce</b> With adult modelling, add suffixes -ing and -ed, e.g. jumping and jumped.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1.</p>	<p><b>Introduce</b> With adult modelling, use -es at the end of words to form plurals.</p> <p><b>Practise</b> With adult support, use the suffixes -ing and -ed. Introduce -er e.g. longer, kinder.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1.</p>	<p><b>Practise</b> With adult support, use -s and -es to form plurals. Introduce third person verbs adding -s, e.g. she sings, he plays.</p> <p><b>Practise Develop</b> With adult support, add -ed to words to make a past tense verb e.g. wished.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1.</p>	<p><b>Practise</b> Use -s and -es to form plurals. Introduce third person verbs adding a syllable e.g. she washes, he pushes.</p> <p><b>Introduce</b> Begin to use the prefix un- e.g. undo, unhappy.</p> <p><b>Develop</b> With growing independence, add suffixes -ing, -ed and -er. Introduce suffix -est e.g. quickest.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1.</p>	<p><b>Develop</b> To use -s and -es to form plurals and third person singular verbs.</p> <p><b>Practise</b> Use the prefix un- in their own writing.</p> <p><b>Embed</b> Add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1.</p>
Transcription	<p><b>Introduce</b> With adult support, begin to write from memory CVC words dictated by the teacher.</p>	<p><b>Practise</b> With adult support, write from memory CVC words and easy numbers dictated by the teacher.</p>	<p><b>Practise</b> With growing independence, write from memory CVC words, easy numbers and simple sentences dictated by the teacher.</p>	<p><b>Develop</b> With growing independence, write from memory CVC words, easy numbers and simple sentences dictated by the teacher.</p>	<p><b>Develop</b> With growing independence and confidence, write, from memory, simple sentences dictated by the teacher that include words using the GPCs, Common Exception words and punctuation taught so far.</p>	<p><b>Embed</b> Write, from memory, simple sentences dictated by the teacher that include words using the GPCs, Common Exception words taught so far.</p>

Handwriting	<p><b>Introduce</b> With adult modelling, sit correctly at a table, practising how to hold a pencil comfortably and correctly using the correct Tri-Pod grip.</p> <p><b>Introduce</b> With adult modelling, begin to practise forming lower case letters by letter family.</p> <p><b>Consolidate from Year R</b> Form digits 0-9 correctly.</p>	<p><b>Practise</b> With adult support, sit correctly at a table, holding a pencil comfortably using the correct Tri-Pod grip.</p> <p><b>Practise</b> Continue to practise forming lower case letter families taught so far.</p> <p><b>Introduce</b> With adult modelling, begin to practise forming capital letters.</p> <p><b>Practise</b> Form digits 0-9 correctly.</p>	<p><b>Practise</b> With growing independence, sit correctly at a table, holding a pencil comfortably using the correct Tri-Pod grip.</p> <p><b>Practise</b> Continue to practise forming lower case letter families taught so far.</p> <p><b>Practise</b> Continue to practise forming capital letters.</p> <p><b>Practise</b> Form digits 0-9 correctly.</p>	<p><b>Develop</b> Independently sit correctly at a table, holding a pencil comfortably, using the Tri-Pod grip mostly correctly.</p> <p><b>Practise</b> Continue to practise forming lower case letter families taught so far.</p> <p><b>Practise</b> Continue to practise forming capital letters.</p> <p><b>Develop</b> Form digits 0-9 correctly.</p>	<p><b>Develop</b> Independently sit correctly at a table, holding a pencil comfortably, using the Tri-Pod grip mostly correctly.</p> <p><b>Develop</b> With some independence, begin to form lower case letters and capital letters in the correct direction, starting and finishing in the right place, in their own writing.</p> <p><b>Embed</b> Form digits 0-9 correctly.</p>	<p><b>Embed</b> Sit correctly at a table, holding a pencil comfortably using the correct Tri-Pod grip.</p> <p><b>Embed</b> Independently, begin to form lower case letters, capital letters and digits 0-9 in the correct direction, starting and finishing in the right place, and which can be read by others.</p>
Contexts for Writing	<p><b>Consolidate from Year R and Practise</b> In own learning time, and with adult support, independently choose to write for a chosen purpose e.g. labels, books, letters, shopping lists etc.</p> <p><b>Introduce</b> Using adult modelling, begin to sequence ideas from a real-life experience e.g. what did you do in the holiday or short simple narratives.</p>	<p><b>Introduce</b> With adult modelling, begin to write simple sentences in response to what they have read e.g. describing a character, making a prediction.</p> <p><b>Practise</b> With adult support, sequence ideas from a real-life experience or to form short and simple narratives.</p>	<p><b>Practise</b> With adult support, write simple sentences in response to what they have read. As a class, talk about the purpose of their writing e.g. to inform, to entertain.</p> <p><b>Practise</b> With some support, sequence ideas to form short and simple narratives.</p> <p><b>Develop</b> Sequence ideas from a real life experience.</p>	<p><b>Practise</b> With growing independence, write simple sentences in response to what they have read. As a class, talk about the purpose of their writing e.g. to inform, to entertain.</p> <p><b>Develop</b> With some independence, sequence ideas to form short and simple narratives.</p>	<p><b>Practise Develop</b> With growing independence, write simple sentences and begin to use different features of different text types e.g. a title to inform or adjectives to entertain.</p> <p><b>Develop</b> With increasing independence, sequence ideas to form short and simple narratives.</p>	<p><b>Embed</b> Independently, begin to write for different purposes and use some features of different text types e.g. a title to inform. (This may not be consistent)</p> <p><b>Embed</b> Write sentences in order to create short narratives and non-fiction texts.</p>

Planning Writing	<p><b>Consolidate from Year R</b> With adult modelling, think of and say, out loud, what they could write with a teacher scribing their ideas.</p>	<p><b>Introduce</b> With adult encouragement and support, begin to think in full sentences, saying out loud what they are planning to write.</p> <p><b>Introduce</b> Using adult modelling, begin to compose a sentence orally before writing it.</p>	<p><b>Practise</b> With adult support, begin to think in full sentences, saying out loud what they are planning to write.</p> <p><b>Practise</b> With adult support, compose a sentence orally before writing it.</p>	<p><b>Develop</b> With growing independence, begin to think in full sentences, saying out loud what they are planning to write.</p> <p><b>Develop</b> With growing independence, compose a sentence orally before writing it.</p>	<p><b>Develop</b> With growing independence, think in full sentences, saying out loud what they are planning to write.</p> <p><b>Develop</b> With growing independence, compose a sentence orally before writing it.</p>	<p><b>Embed</b> Say out loud what they are planning to write.</p> <p><b>Embed</b> Compose a sentence orally before writing it.</p>
Drafting Writing	<p><b>Consolidate from Year R</b> Write simple phrases and sentences, that can be read by others, sometimes showing some awareness of capital letters, full stops and finger spaces.</p>	<p><b>Introduce</b> With adult modelling and scaffolding, begin to write simple sentences in response to what they have read.</p>	<p><b>Practise</b> With adult support and scaffolding, write and sequence simple sentences in response to what they have read i.e. retell events in a story.</p>	<p><b>Practise</b> With growing independence and some scaffolding, write and sequence simple sentences to either inform or narrate.</p>	<p><b>Develop</b> With growing independence and confidence, write and sequence simple sentences to form a piece of non-fiction writing or a short narrative.</p>	<p><b>Embed</b> Sequence sentences to form short narratives and non-fiction texts.</p>
Editing Writing	<p><b>Introduce</b> Through verbal feedback, begin to discuss what they have written with an adult, whilst an adult models how to make corrections.</p>	<p><b>Practise</b> Through verbal feedback, discuss what they have written with an adult, whilst an adult models how to make corrections.</p>	<p><b>Practise</b> Through verbal feedback, discuss what they have written with an adult to check that it is legible and that it makes sense. Begin to make simple corrections to letter formation and punctuation taught so far.</p>	<p><b>Develop</b> With adult support, begin to re-read what they have written to check that it makes sense.</p>	<p><b>Develop</b> With some independence, begin to re-read what they have written to check that it makes sense. Discuss what they have written with a teacher or other pupils.</p>	<p><b>Embed</b> Re-read what they have written to check that it makes sense. Discuss what they have written with a teacher or other pupils.</p>
Performing Writing	<p><b>Practise</b> As a class, join in with storytelling phrases or saying simple poems.</p>	<p><b>Introduce</b> Using class writing models, join in with the class in reading aloud what has been written.</p>	<p><b>Practise</b> With adult support, begin to read words, phrases or sentences out loud.</p>	<p><b>Practise</b> With some independence, read their writing aloud, beginning to read clearly so that an adult nearby can hear.</p>	<p><b>Practise</b> With some independence, read their writing aloud, clearly enough to be heard by others in the class.</p>	<p><b>Develop</b> Read their writing aloud, clearly enough to be heard by their peers and the teacher.</p>

<p>Authorial Effect</p>	<p><b>Consolidate from Year R</b> and <b>Introduce</b> When sharing stories, listen to a teacher using punctuation to bring sentences alive.</p> <p><b>Introduce</b> With teacher modelling, begin to listen to how words are chosen to suit a sentence.</p>	<p><b>Practise</b> Continue to listen to an adult use punctuation to bring sentences alive.</p> <p><b>Practise</b> With adult modelling, as a class begin to select words that best fit a sentence.</p>	<p><b>Practise</b> Through teacher modelling, begin to experiment with using punctuation in own writing to add interest for the reader.</p> <p><b>Practise</b> With adult support, begin to recognise that words can be selected for a specific purpose e.g. adjectives to describe a good/ evil character</p>	<p><b>Develop</b> With adult support, begin to use punctuation in own writing to interest or scare the reader.</p> <p><b>Develop</b> With adult support and through discussions, begin to generate words to suit the purpose e.g. how character moves, what they are like.</p>	<p><b>Develop</b> With some independence, become increasingly aware of how punctuation can be used to amuse, interest or scare the reader.</p> <p><b>Develop</b> With some support and through discussions, play with words to find the best word for a purpose. E.g. different words for said, walk etc.</p>	<p><b>Introduce</b> Be aware of punctuation, such as an exclamation mark, which can be used to amuse, interest or scare the reader.</p> <p><b>Introduce</b> Begin to play with words through class discussion e.g. Did he run? Did he sprint? Did he dart?</p>
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Year 2						
	T1	T2	T3	T4	T5	T6
Phonics & Whole Word Spelling	<p><b>Consolidate from Year 1 Practise</b> Spell words containing the 40+ phonemes taught so far.</p> <p><b>Consolidate from Year 1 Practise</b> Make phonetically plausible attempts at spelling longer words.</p> <p><b>Consolidate from Year 1</b> Spell most Year 1 Common Exception Words accurately and independently.</p> <p><b>Introduce</b> Through adult modelling and when reading, begin to identify homophones and near homophones.</p>	<p><b>Consolidate from Year 1 Practise</b> Spell words containing the 40+ phonemes taught so far.</p> <p><b>Practise</b> With adult support, make phonetically plausible attempts at spelling longer words.</p> <p><b>Introduce</b> With adult modelling, begin to spell some Year 2 Common Exception Words.</p> <p><b>Practise</b> With adult support, begin to distinguish between homophones and near homophones.</p>	<p><b>Practise</b> In their own writing, segment spoken words into phonemes and represent these by graphemes, beginning to spell some of these words correctly, independently.</p> <p><b>Develop</b> With growing independence, make phonetically plausible attempts at spelling longer words.</p> <p><b>Introduce</b> With adult support, learn new ways to spell phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p><b>Practise</b> With adult support, spell some Common Exception Words.</p> <p><b>Practise</b> With some support, begin to distinguish between homophones and near homophones.</p>	<p><b>Develop</b> In their own writing, segment spoken words into phonemes and represent these by graphemes, spelling some of these words correctly, independently.</p> <p><b>Develop</b> With growing independence, make phonetically plausible attempts at spelling longer words.</p> <p><b>Practise</b> With some support, learn new ways to spell phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p><b>Develop</b> With some independence, begin to spell many of the Year 2 Common Exception Words.</p> <p><b>Practise</b> With some independence, distinguish between homophones and near homophones.</p>	<p><b>Develop</b> In their own writing, segment spoken words into phonemes and represent these by graphemes, beginning to spell many of these words correctly, independently.</p> <p><b>Embed</b> Confidently and independently, make phonetically plausible attempts at spelling longer words.</p> <p><b>Practise</b> With some support, learn new ways to spell phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p><b>Develop</b> With increasing accuracy, spell many of the Year 2 Common Exception Words.</p> <p><b>Develop</b> With increasing independence, distinguish between homophones and near homophones.</p>	<p><b>Embed</b> Segment spoken words into phonemes and represent these by spelling many of these words correctly and making phonetically plausible attempts at others.</p> <p><b>Practise</b> With some support, learn new ways to spell phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p><b>Embed</b> Spell most Year 2 Common Exception Words accurately.</p> <p><b>Embed</b> Distinguish between homophones and near homophones.</p>



Other Word Building/ Spelling	<p><b>Introduce</b> When reading and in whole class modelling, begin to identify words in contracted forms.</p> <p><b>Consolidate from Year 1</b> Use suffixes taught in Year 1, spelling these words correctly.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1</p>	<p><b>Practise</b> With adult modelling, begin to spell some common words with contracted forms.</p> <p><b>Consolidate from Year 1</b> Use suffixes taught in Year 1, spelling these words correctly.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1</p>	<p><b>Introduce</b> With adult modelling, begin to have an awareness of the role of a possessive apostrophe for singular possession.</p> <p><b>Practise</b> With adult support, spell some common words with contracted forms.</p> <p><b>Introduce</b> With adult support, begin to add the suffix -ly to spell longer words.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1</p>	<p><b>Practise</b> With some support, begin to use apostrophes for singular possession.</p> <p><b>Develop</b> With some support, spell an increasing number of words with contracted forms.</p> <p><b>Practise</b> With some support, add the suffix -ly to spell longer words. Introduce the suffixes -ment, -ness, -ful, -less.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1</p>	<p><b>Develop</b> With some independence, use apostrophes for singular possession.</p> <p><b>Embed</b> With some independence, spell more words with contracted forms.</p> <p><b>Develop</b> With some independence, add suffixes to spell longer words (inc, -ment, -ness, -ful, -less, -ly).</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1</p>	<p><b>Develop</b> With increasing independence, use the possessive apostrophe for singular possession.</p> <p><b>Develop</b> With increasing independence, add suffixes to spell longer words (inc, -ment, -ness, -ful, -less, -ly).</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1</p>
Transcription	<p><b>Consolidate from Year 1</b> Write, from memory, simple sentences dictated by the teacher that include words using the GPCs, Common Exception words taught in Year 1.</p>	<p><b>Consolidate from Year 1</b> Write, from memory, simple sentences dictated by the teacher that include words using the GPCs, Common Exception words taught in Year 1.</p>	<p><b>Practise</b> Write, from memory, simple sentences dictated by the teacher that include words using the GPCs and Common Exception Words taught so far. Begin to include a wider range of punctuation within these sentences.</p>	<p><b>Develop</b> Write, from memory, simple sentences dictated by the teacher that include words using the GPCs and Common Exception Words and punctuation taught so far.</p>	<p><b>Develop</b> Write, from memory, simple sentences dictated by the teacher that include words using the GPCs and Common Exception Words and punctuation taught so far.</p>	<p><b>Embed</b> Write, from memory, simple sentences dictated by the teacher that include words using the GPCs and Common Exception Words and punctuation taught so far.</p>
Handwriting	<p><b>Consolidate from Year 1</b> Independently, begin to form lower case letters, capital letters and digits 0-9 in the correct direction, starting and finishing in the right place, and which can be read by others.</p>	<p><b>Introduce</b> With adult modelling, begin to form lower case and capital letters and digits of the correct size, orientation and relationship to one another.</p>	<p><b>Practise</b> With some support, form lower case and capital letters and digits of the correct size, orientation and relationship to one another.</p>	<p><b>Develop</b> With increasing independence, form lower case and capital letters and digits of the correct size, orientation and relationship to one another.</p>	<p><b>Develop</b> With increasing independence, form lower case and capital letters and digits of the correct size, orientation and relationship to one another.</p>	<p><b>Embed</b> Accurately form lower case and capital letters and digits of the correct size, orientation and relationship to one another.</p>

	<p><b>Introduce</b> With adult modelling, begin to use finger spaces between words.</p>	<p><b>Practise</b> With some support, begin to use spacing between words that reflects the size of letters.</p>	<p><b>Practise</b> With some prompting, use spacing between words that reflects the size of letters.</p>	<p><b>Develop</b> With increasing independence, use spacing between words that reflects the size of letters.</p> <p><b>Introduce</b> With adult modelling, begin to use the diagonal and horizontal strokes to join some letters.</p>	<p><b>Embed</b> Use spacing between words that reflects the size of letters.</p> <p><b>Practise</b> With adult support, use the diagonal and horizontal strokes to practise joining letters. Begin to identify which letters, when adjacent to one another, are best left unjoined.</p>	<p><b>Develop</b> With some independence, use the diagonal and horizontal strokes to practise joining letters. Begin to identify which letters, when adjacent to one another, are best left unjoined.</p>
Contexts for Writing	<p><b>Consolidate from Year 1</b> Write sentences in order to create short narratives and non-fiction texts.</p> <p><b>Introduce</b> With adult support, contribute to class discussions when talking about real events and record initial ideas on a supportive scaffold.</p> <p><b>Introduce</b> As a class, show enjoyment and respond to poetry through talking about what's been read and/ or listened to, sometimes joining in with repetitive words and phrases.</p>	<p><b>Introduce</b> Sequence key events in a narrative, recording ideas in simple sentences, with adult support if needed.</p> <p><b>Practise</b> Contribute to class discussions when talking about real events and record initial ideas on a supportive scaffold.</p> <p><b>Practise</b> Create poems as a class with the teacher scribing initial ideas. Use other poems as models for their own ideas.</p>	<p><b>Practise</b> With some support, begin to sequence key events in a story, writing simple sentences for each of them and putting these in order.</p> <p><b>Practise</b> With adult modelling, begin to write about real events using a supportive scaffold or planning sheet.</p> <p><b>Practise</b> With adult support, begin to create poems, using other examples as models for their own.</p>	<p><b>Develop</b> With growing independence, sequence sentences to form a simple and coherent narrative, drawing on either their own reading or using their imagination.</p> <p><b>Develop</b> With adult support, write about real events, using a supportive scaffold or planning sheet.</p> <p><b>Develop</b> With growing independence, create poems using other examples as models for our own.</p>	<p><b>Develop</b> With growing independence, sequence sentences to form a simple and coherent narrative, drawing on either their own reading or using their imagination.</p> <p><b>Develop</b> With growing independence and confidence, write about real events and record these simply and clearly.</p> <p><b>Develop</b> With growing confidence and independence, experiment with different figurative language and forms of poetry.</p>	<p><b>Embed</b> Write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p><b>Embed</b> Write about real events, recording these simply and clearly.</p> <p><b>Embed</b> Write poetry in different forms.</p>

	<b>Consolidate from Year 1</b> Independently, begin to write for different purposes and use some features of different text types e.g. a title to inform. (This may not be consistent)	<b>Practise</b> With adult support, identify the purpose for writing. Begin to include key features of different text types.	<b>Practise</b> With some support, identify the purpose for writing. Begin to include key features of different text types.	<b>Develop</b> With increasing independence, write for a wider range of purposes, incorporating key features of different text types.	<b>Develop</b> With increasing independence, write for a wider range of purposes, incorporating key features of different text types.	<b>Embed</b> Write for a range of purposes.
Planning Writing	<b>Consolidate from Year 1</b> Say out loud what they are planning to write. Compose a sentence orally before writing it.	<b>Introduce</b> Participate in class and group discussion about ideas for a piece of writing. Record initial ideas on a supportive scaffold.	<b>Practise</b> With adult support, say out loud what they are going to write about. Following adult modelling, begin to use a planning sheet (or supportive scaffold if appropriate) to record initial ideas.	<b>Practise</b> With adult support, say out loud what they are going to write about. Use a planning sheet (or supportive scaffold if appropriate) to record initial ideas.	<b>Develop</b> With growing independence, plan or say out loud what they are going to write about.	<b>Embed</b> Plan or say out loud what they are going to write about.
Drafting Writing	<b>Consolidate from Year 1</b> Write down ideas and/ or key words, including new vocabulary.  <b>Consolidate from Year 1</b> Compose a sentence orally before writing it.	<b>Practise</b> With adult modelling, write down ideas and/ or key words, including new vocabulary.  <b>Practise</b> With adult support, rehearse what they want to say, sentence by sentence.	<b>Practise</b> With support, write down ideas and/ or key words, including new vocabulary.  <b>Practise</b> With some support, encapsulate what they want to say, sentence by sentence.	<b>Develop</b> With some independence, write down ideas and/ or key words, including new vocabulary.  <b>Develop</b> With increasing independence, encapsulate what they want to say, sentence by sentence.	<b>Develop</b> With increasing independence, write down ideas and/ or key words, including new vocabulary.  <b>Develop</b> With increasing independence, encapsulate what they want to say, sentence by sentence.	<b>Embed</b> Write down ideas and/ or key words, including new vocabulary.  <b>Embed</b> Encapsulate what they want to say, sentence by sentence.
Editing Writing	<b>Consolidate from Year 1</b> Re-read what they have written to check that it makes sense.	<b>Practise Introduce</b> Re-read to check that their writing makes sense. Through adult modelling, begin to check that verbs to indicate time are used correctly and consistently.	<b>Practise</b> Re-read to check that their writing makes sense. With adult support and prompting, begin to check that verbs to indicate time are used correctly and consistently.	<b>Develop</b> Re-read to check that their writing makes sense. With some support and prompting, check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	<b>Develop</b> Re-read to check that their writing makes sense. With increasing independence, check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	<b>Embed</b> Re-read to check that their writing makes sense. Check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

	<p><b>Introduce</b> With adult support, begin to proofread to check for simple errors in spelling, grammar and punctuation.</p>	<p><b>Practise</b> With adult support, begin to proofread to check for simple errors in spelling, grammar and punctuation.</p> <p><b>Introduce</b> With adult support, begin to evaluate their writing with the teacher and other pupils.</p>	<p><b>Practise</b> With some support, proofread to check for simple errors in spelling, grammar and punctuation.</p> <p><b>Practise</b> With some support, evaluate their writing with the teacher and other pupils.</p>	<p><b>Develop</b> With some independence, proofread to check for errors in spelling, grammar and punctuation.</p> <p><b>Practise</b> With some support, evaluate their writing with the teacher and other pupils.</p>	<p><b>Develop</b> With increasing independence, proofread to check for errors in spelling, grammar and punctuation.</p> <p><b>Develop</b> With increasing independence, evaluate their writing with the teacher and other pupils.</p>	<p><b>Embed</b> Proofread to check for errors in spelling, grammar and punctuation.</p> <p><b>Embed</b> Evaluate their writing with the teacher and other pupils.</p>
Performing Writing	<p><b>Consolidate from Year 1</b> Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p><b>Practise</b> Read aloud what they have written, beginning to use appropriate intonation to make the meaning clear.</p>	<p><b>Practise</b> Read aloud what they have written, developing use of appropriate intonation to make the meaning clear.</p>	<p><b>Develop</b> Read aloud what they have written, with appropriate intonation to make the meaning clear.</p>	<p><b>Develop</b> Read aloud what they have written, with appropriate intonation to make the meaning clear.</p>	<p><b>Embed</b> Read aloud what they have written, with appropriate intonation to make the meaning clear.</p>
Authorial Effect	<p><b>Consolidate from Year 1</b> Improve understanding of how to use punctuation taught in Year 1, including exclamation marks.</p> <p><b>Introduce</b> Through adult modelling and sharing of texts, begin to identify interesting vocabulary.</p> <p><b>Introduce</b> When discussing class texts, begin to recognise that different forms of writing are</p>	<p><b>Introduce</b> Through adult modelling, identify how an exclamation mark is used to amuse, interest or scare the reader.</p> <p><b>Practise</b> With adult support and scaffolds, experiment with interesting words within a sentence.</p> <p><b>Practise</b> With adult support, begin to write for a specific purpose.</p>	<p><b>Practise</b> With adult support, begin to use punctuation, such as the exclamation mark, to amuse, interest or scare the reader.</p> <p><b>Practise</b> With adult support and scaffolds, begin to choose vocabulary appropriate to the purpose of the piece of writing.</p> <p><b>Practise</b> With some support, write for a specific purpose.</p>	<p><b>Practise</b> With some support, use punctuation, such as the exclamation mark, to amuse, interest or scare the reader.</p> <p><b>Develop</b> With some support, continue to choose vocabulary appropriate to the purpose of the piece of writing, for example selecting verbs to fit the plot or character.</p> <p><b>Develop</b> With some independence, drawing on class discussions and models, write for different purposes,</p>	<p><b>Develop</b> With increasing independence, become more aware of how to use punctuation, such as an exclamation mark, to amuse, interest or scare the reader.</p> <p><b>Develop</b> With increasing independence, make appropriate vocabulary for the purpose of writing. Continue to play with words through class discussion.</p> <p><b>Develop</b> With increasing independence, drawing on class models, write for different purposes. Through whole class</p>	<p><b>Embed</b> Be aware of punctuation, such as an exclamation mark, which can be used to amuse, interest or scare the reader.</p> <p><b>Embed</b> Independently, choose vocabulary appropriate to the purpose of the piece of writing. Play with words through class discussion e.g. Did he run? Did he sprint? Did he dart?</p> <p><b>Embed</b> Independently, write for different purposes, beginning to decide who the audience will be.</p>

	written for different purposes.			beginning to include some of the features of a specific genre.	discussion, begin to decide who the audience will be.	
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Year 3						
	T1	T2	T3	T4	T5	T6
Phonics & Whole Word Spelling	<p><b>Consolidate from Year 2</b> Segment spoken words into phonemes and represent these by spelling many of these words correctly and making phonetically plausible attempts at others, including longer words.</p> <p><b>Consolidate from Year 2</b> With some support, learn new ways to spell phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p><b>Consolidate from Year 2</b> Spell most Year 2 Common Exception Words accurately.</p>	<p><b>Practise</b> With some support, begin to spell other homophones.</p> <p><b>Introduce</b> With adult support and resources, begin to spell a few words from the Year 3/4 spelling list (NC Appendix 1 - words that are often misspelt.)</p>	<p><b>Practise</b> With some support, spell other homophones.</p> <p><b>Practise</b> With some support and resources, begin to spell a few words from the Year 3/4 spelling list (NC Appendix 1 - words that are often misspelt.)</p>	<p><b>Develop</b> With some independence, spell a wider range of homophones.</p> <p><b>Practise</b> With some independence and access to resources if required, spell a few words from the Year 3/4 spelling list (NC Appendix 1 - words that are often misspelt.)</p>	<p><b>Develop</b> With increasing independence, spell further homophones.</p> <p><b>Develop</b> With increasing independence and access to resources if required, spell some words from the Year 3/4 spelling list (NC Appendix 1 - words that are often misspelt.)</p>	<p><b>Embed</b> Spell further homophones.</p> <p><b>Develop</b> With increasing independence, spell some words from the Year 3/4 spelling list (NC Appendix 1 - words that are often misspelt.)</p>
Other Word Building/ Spelling	<p><b>Consolidate from Year 2</b> With increasing independence, spell more words with contracted forms.</p>	<p><b>Embed</b> Spell words in their contracted form accurately, correctly placing the apostrophe.</p>				

	<p><b>Consolidate from Year 2</b> With increasing independence, use the possessive apostrophe for singular possession.</p> <p><b>Consolidate from Year 2</b> Add suffixes to spell longer words (inc, -ment, -ness, -ful, -less, -ly).</p> <p><b>Introduce</b> Through whole class discussion, learn the purpose of a dictionary and how it is organised.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1</p>	<p><b>Practise</b> With increasing independence and accuracy, use the possessive apostrophe for singular possession.</p> <p><b>Introduce</b> Through teacher modelling, begin to recognise the rules for adding more prefixes and suffixes to words. (In line with Spelling Shed).</p> <p><b>Practise</b> With adult support, begin to locate words in a dictionary using their initial letter.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1.</p>	<p><b>Develop</b> With increasing accuracy and independence, use the possessive apostrophe for singular possession.</p> <p><b>Practise</b> With adult support, begin to understand the rules for adding further prefixes and suffixes. (In line with Spelling Shed).</p> <p><b>Practise</b> With some support, use a word's initial letter to locate it in a dictionary.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1.</p>	<p><b>Embed</b> Use the possessive apostrophe for singular possession accurately.</p> <p><b>Practise</b> With some support, understand the rules for adding further prefixes and suffixes. (In line with Spelling Shed).</p> <p><b>Develop</b> With some support, begin to use the first two letters of a words to check its spelling in a dictionary.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1.</p>	<p><b>Introduce</b> Begin to learn how the possessive apostrophe is used in words with regular plurals.</p> <p><b>Develop</b> With increasing independence, spell some words with prefixes and suffixes correctly. (In line with Spelling Shed.)</p> <p><b>Develop</b> With some independence, use the first two or three letters of a words to check its spelling in a dictionary.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1.</p>	<p><b>Practise</b> With adult support, begin to recognise where to place the possessive apostrophe in words with regular plurals.</p> <p><b>Develop</b> With increasing independence, spell some words with prefixes and suffixes correctly. (In line with Spelling Shed.)</p> <p><b>Develop</b> With increasing independence, use the first two or three letters of a words to check its spelling in a dictionary.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1.</p>
Transcription	<p><b>Consolidate from Year 2</b> Write, from memory, simple sentences dictated by the teacher that include words using the GPCs and Common Exception Words and punctuation taught so far.</p>	<p><b>Introduce</b> Begin to write, from memory, simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><b>Practise</b> Write, from memory, simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><b>Practise</b> Write, from memory, simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><b>Develop</b> Write, from memory, simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><b>Embed</b> Write, from memory, simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>
Handwriting	<p><b>Consolidate from Year 2</b> Accurately form lower case and capital letters and digits of the correct</p>	<p><b>Introduce</b> Begin to improve the legibility, consistency and quality of their handwriting.</p>	<p><b>Practise</b> Continue to improve the legibility, consistency and quality of their handwriting.</p>	<p><b>Practise</b> Continue to improve the legibility, consistency and quality of their handwriting.</p>	<p><b>Develop</b> Continue to increase the legibility, consistency and quality of their handwriting.</p>	<p><b>Embed</b> Increase the legibility, consistency and quality of their handwriting.</p>

	<p>size, orientation and relationship to one another.</p> <p><b>Introduce</b> With adult modelling, begin to use the diagonal and horizontal strokes to join some letters.</p>	<p><b>Practise</b> With adult support, practise using the diagonal and horizontal strokes to join letters. Begin to recognise which letters, when adjacent to one another, are best left unjoined.</p>	<p><b>Practise</b> With adult support, practise using the diagonal and horizontal strokes to join letters. Recognise which letters, when adjacent to one another, are best left unjoined.</p>	<p><b>Practise</b> With some support, use the diagonal and horizontal strokes to join letters. Recognise which letters, when adjacent to one another, are best left unjoined.</p>	<p><b>Develop</b> With increasing independence, 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.</p>	<p><b>Embed</b> 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.</p>
Contexts for Writing	<p><b>Introduce</b> Through class discussion and adult modelling, recognise the purpose and intended audience of a text/ WAGOLL.</p> <p><b>Introduce</b> When exploring different text types, begin to identify some simple features of different text types.</p>	<p><b>Practise</b> With adult support, begin to consider the intended purpose and audience for a piece of writing.</p> <p><b>Practise</b> With adult support and scaffolding, begin to use some simple features of different text types.</p>	<p><b>Practise</b> With some support, consider the intended purpose and audience for a piece of writing.</p> <p><b>Practise</b> With adult support and scaffolding, use some simple features of different text types.</p>	<p><b>Develop</b> With some independence, begin to demonstrate some understanding of purpose and audience for a piece of writing.</p> <p><b>Practise</b> With some support and scaffolding, begin to use the simple structure of a range of text types.</p>	<p><b>Develop</b> With some independence, demonstrate some understanding of purpose and audience for a piece of writing.</p> <p><b>Practise</b> With some support and scaffolding, begin to use the simple structure of a wider range of text types.</p>	<p><b>Embed</b> Demonstrate some understanding of purpose and audience (although this may not be sustained.)</p> <p><b>Practise</b> Begin to use the structure of a wider range of text types.</p>
Planning Writing	<p><b>Introduce</b> Through adult modelling, become familiar with a range of texts linked to those they are planning to write.</p> <p><b>Introduce</b> Begin to compose and rehearse sentences orally.</p>	<p><b>Practise</b> Through adult led discussions, begin to discuss writing similar to that which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar.</p> <p><b>Practise</b> Compose and rehearse sentences orally, beginning to use rich vocabulary and some different sentence structures.</p>	<p><b>Practise</b> Through adult led discussions, begin to discuss writing similar to that which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar.</p> <p><b>Practise</b> Compose and rehearse sentences orally, beginning to build a varied and rich vocabulary and a range of sentence structures.</p>	<p><b>Practise</b> With some support, begin to discuss writing similar to that which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar.</p> <p><b>Develop</b> Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an</p>	<p><b>Practise</b> With some support, discuss writing similar to that which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar.</p> <p><b>Develop</b> Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an</p>	<p><b>Develop</b> Discuss writing similar to that which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar.</p> <p><b>Embed</b> Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an</p>

	<p><b>Introduce</b> Following an adult model, learn how to discuss and record ideas.</p>	<p><b>Practise</b> With adult support and scaffolded planning formats, begin to discuss and record own ideas.</p>	<p><b>Practise</b> With adult support and scaffolded planning formats, discuss and record own ideas.</p>	<p>increasing range of sentence structures.</p> <p><b>Develop</b> Using scaffolds or planning formats, discuss and record ideas.</p>	<p>increasing range of sentence structures.</p> <p><b>Develop</b> Using scaffolds or planning formats, discuss and record ideas.</p>	<p>increasing range of sentence structures.</p> <p><b>Embed</b> Discuss and record ideas.</p>
Drafting Writing	<p><b>Introduce</b> Through adult modelling and analysis of texts, begin to write character and setting descriptions to suit a particular narrative.</p> <p><b>Introduce</b> Through adult modelling, identify some simple organisational devices in non-fiction texts.</p>	<p><b>Practise</b> With adult support, begin to create simple settings, characters and plots in narratives.</p> <p><b>Practise</b> With adult support, begin to use some simple organisational devices in non-fiction texts.</p> <p><b>Introduce</b> Through adult modelling, begin to organise paragraphs as a way to group related material when writing a report.</p>	<p><b>Practise</b> With some support, create settings, characters and plots to narratives.</p> <p><b>Practise</b> With some support, begin to use some simple organisational devices in non-fiction texts.</p> <p><b>Practise</b> Using an adult model or scaffold, begin to organise paragraphs around a theme.</p>	<p><b>Develop</b> With some independence, write to describe/ narrate through creating settings, characters and plots in narratives.</p> <p><b>Develop</b> With some independence, use some simple organisational devices in non-fiction texts, such as headings and sub-headings.</p> <p><b>Practise</b> Using a scaffold if needed, begin to organise paragraphs around a theme.</p>	<p><b>Develop</b> With increasing independence, write to describe/ narrate through creating settings, characters and plots in narratives.</p> <p><b>Develop</b> With increasing independence, use some simple organisational devices in non-fiction texts, such as headings and sub-headings.</p> <p><b>Develop</b> With some independence, begin to organise paragraphs around a theme.</p>	<p><b>Embed</b> Write to describe/ narrate through creating settings, characters and plots in narratives.</p> <p><b>Embed</b> In non-fiction, use simple organisational devices such as headings and sub-headings.</p> <p><b>Develop</b> With increasing independence, begin to organise paragraphs around a theme.</p>
Editing Writing	<p><b>Consolidate from Year 2</b> Evaluate their writing with a teacher and other pupils.</p>	<p><b>Introduce</b> Following a specific success criteria and with adult modelling, begin to assess how effective their own writing is.</p>	<p><b>Practise</b> With adult support and using success criteria, assess how effective their own writing is and begin to make simple improvements.</p>	<p><b>Develop</b> Assess the effectiveness of their own writing and make improvements. Begin to assess the effectiveness of others' writing.</p> <p><b>Introduce</b> With adult guidance begin to propose simple changes to grammar and vocabulary.</p>	<p><b>Develop</b> Assess the effectiveness of their own and others' writing and begin to suggest some simple improvements.</p> <p><b>Practise</b> With support, begin to propose changes to grammar and vocabulary.</p>	<p><b>Embed</b> Assess the effectiveness of their own and others' writing and suggest some simple improvements.</p> <p><b>Practise</b> Propose changes to grammar and vocabulary.</p>



	<b>Consolidate from Year 2</b> Proof-read to check for errors in spelling, punctuation and grammar.	<b>Introduce</b> With adult support and direct feedback, begin to make suggested improvements to spelling and punctuation.	<b>Practise</b> With some support, begin to proof-read for spelling and punctuation errors.	<b>Develop</b> With some independence, proof-read for spelling and punctuation errors.	<b>Develop</b> With some independence, proof-read for spelling and punctuation errors and begin to check it makes sense.	<b>Embed</b> Proof-read for spelling and punctuation errors and to check it makes sense.
Performing Writing	<b>Consolidate from Year 2</b> Read aloud what they have written, with appropriate intonation to make the meaning clear.	<b>Introduce</b> Begin to read their own writing aloud, to a group or the whole class, beginning to develop intonation further.	<b>Practise</b> Read their own writing aloud, to a group or the whole class, continuing to develop intonation so that meaning is clear.	<b>Practise</b> Read their own writing aloud, to a group or the whole class, using developing intonation and beginning to control volume so that the meaning is clear.	<b>Develop</b> Read their own writing aloud, to a group or the whole class, using developing intonation, beginning to control volume and exploring the use of tone so that meaning is clear.	<b>Embed</b> Read their own writing aloud, to a group or the whole class, using developing intonation and beginning to control the tone and volume so that the meaning is clear.
Authorial Effect	<b>Consolidate from Year 2</b> Write for different purposes. Through class discussion, become aware of the audience for a piece of writing.  <b>Introduce</b> Through adult modelling and class texts, identify examples of interesting vocabulary such as exciting and descriptive adjectives.	<b>Practise</b> When planning a piece of writing, begin to participate in discussions about the purpose of the writing and who the audience will be.  <b>Practise</b> With support and the use of scaffolds and resources, begin to select interesting vocabulary for their own writing.  <b>Introduce</b> Begin to participate in class discussion about words they like in examples of poetry.	<b>Practise</b> When planning a piece of writing, with some support, begin to consider the intended purpose and audience, discussing this with an adult.  <b>Develop</b> With some independence, use interesting vocabulary for their own writing.  <b>Practise</b> With adult support and using scaffolds if needed, begin to experiment with words	<b>Develop</b> When planning a piece of writing, consider the intended purpose and audience, with some independence.  <b>Introduce</b> Through adult modelling and class texts, identify examples of vocabulary choices that have an effect on the reader.  <b>Introduce</b> Through adult modelling, learn how to draw on vocabulary from class texts in our own writing.  <b>Practise</b> With some support, experiment with words in different kinds of	<b>Develop</b> With increasing independence, consider the intended purpose and audience of a piece of writing.  <b>Practise</b> Begin to experiment with vocabulary that will have an effect on the reader.  <b>Practise</b> Begin to draw on vocabulary from class texts in their own writing.  <b>Develop</b> With increasing independence, experiment with words in different kinds of	<b>Embed</b> Independently, consider the intended purpose and audience of a piece of writing and share this with an adult.  <b>Practise</b> With some support, use vocabulary that will have an effect on the reader.  <b>Practise</b> With support, continue to draw on vocabulary from class texts in their own writing. Begin to draw on vocabulary from other reading.  <b>Embed</b> Independently, experiment with words in different kinds of poems and talk about preferences.

			in different kinds of poems. Begin to talk about preferences.	poems and talk about preferences.	poems and talk about preferences.	
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Year 4						
	T1	T2	T3	T4	T5	T6
Phonics & Whole Word Spelling	<p><b>Consolidate from Year 3</b> With increasing independence, spell some words from the Year 3/4 spelling list (NC Appendix 1 - words that are often misspelt.)</p> <p><b>Consolidate from Year 3</b> Spell homophones learnt last year correctly.</p>	<p><b>Practise</b> Spell an increasing number of words from the Year 3/4 spelling list (NC Appendix 1 - words that are often misspelt) correctly.</p> <p><b>Practise</b> Continue to spell further homophones.</p>	<p><b>Practise</b> Spell an increasing number of words from the Year 3/4 spelling list (NC Appendix 1 - words that are often misspelt) correctly.</p> <p><b>Practise</b> Continue to spell further homophones.</p>	<p><b>Develop</b> Spell an increasing number of words from the Year 3/4 spelling list (NC Appendix 1 - words that are often misspelt) correctly.</p> <p><b>Develop</b> Spell an increasing number of homophones correctly.</p>	<p><b>Develop</b> Spell most words from the Year 3/4 spelling list (NC Appendix 1 - words that are often misspelt) correctly.</p> <p><b>Develop</b> Spell an increasing number of homophones correctly.</p>	<p><b>Embed</b> Spell most words from the Year 3/4 spelling list (NC Appendix 1 - words that are often misspelt) correctly.</p> <p><b>Embed</b> Spell learnt homophones correctly.</p>
Other Word Building/ Spelling	<p><b>Consolidate from Year 3</b> With increasing independence, spell some words with prefixes and suffixes correctly.</p> <p><b>Consolidate from Year 3</b> Revise how to use the possessive apostrophe for singular possession accurately.</p>	<p><b>Practise</b> With increasing independence, spell more words with prefixes and suffixes correctly.</p> <p><b>Introduce</b> Begin to learn how the possessive apostrophe is used in words with regular plurals.</p>	<p><b>Develop</b> Spell many words with prefixes and suffixes correctly.</p> <p><b>Practise</b> With adult support, begin to recognise where to place the possessive apostrophe in words with regular plurals.</p>	<p><b>Embed</b> Spell most words with prefixes and suffixes correctly.</p> <p><b>Develop</b> With some support, use the possessive apostrophe in words with regular plurals and begin to use it in words with irregular plurals.</p>	<p><b>Develop</b> With some independence and increasing confidence, use the possessive apostrophe in words</p>	<p><b>Embed</b> Use apostrophes for singular and plural possession.</p>

	<p><b>Practise</b> With increasing independence, use the first two or three letters of a word to check its spelling in a dictionary.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1.</p>	<p><b>Develop</b> With increasing independence, use the first two or three letters of a word to check its spelling in a dictionary.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1.</p>	<p><b>Embed</b> Independently, use the first two or three letters of a word to check its spelling in a dictionary.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1.</p>		<p>with regular and irregular plurals.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1.</p>	<p><b>Practise</b> Apply spelling rules and guidance from Appendix 1.</p>
Transcription	<p><b>Consolidate from Year 3</b> Write, from memory, simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><b>Practise</b> Write, from memory, simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><b>Practise</b> Write, from memory, simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><b>Develop</b> Write, from memory, simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><b>Develop</b> Write, from memory, simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><b>Embed</b> Write, from memory, simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>
Handwriting	<p><b>Consolidate from Year 3</b> 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.</p>	<p><b>Practise</b> Continue to improve the consistency, quality and legibility of a joined handwriting style.</p>	<p><b>Practise</b> Use a legible, joined handwriting style with increasing consistency.</p>	<p><b>Develop</b> Use a legible, joined handwriting style mostly consistently.</p>	<p><b>Embed</b> Consistently use a neat, joined handwriting style.</p>	<p><b>Embed</b> Can consistently use a neat, joined handwriting style.</p>
Contexts for Writing	<p><b>Consolidate from Year 3</b> Demonstrate some understanding of purpose and audience (although this may not be sustained.)</p> <p><b>Consolidate from Year 3</b></p>	<p><b>Practise</b> Continue to improve their understanding of the purpose and audience of a piece of writing.</p> <p><b>Practise</b> Continue to use the structure of an</p>	<p><b>Practise</b> Continue to improve their understanding of the purpose and audience of a piece of writing, beginning to sustain this throughout a piece of writing.</p> <p><b>Practise</b> Continue to use the structure of an</p>	<p><b>Develop</b> Demonstrate an understanding of purpose and audience, sustaining this throughout a piece of work with increasing consistency.</p> <p><b>Develop</b> Begin to use a consistent and</p>	<p><b>Develop</b> Demonstrate an understanding of purpose and audience, sustaining this throughout a piece of work with increasing consistency.</p> <p><b>Develop</b> Continue to use a consistent and</p>	<p><b>Embed</b> Demonstrate an understanding of purpose and audience, sustaining this throughout a piece of work mostly consistently.</p> <p><b>Embed</b></p>

	Begin to use the structure of a wider range of text types.	increasingly wide range of text types.	increasingly wide range of text types.	appropriate structure in a range of text types.	appropriate structure in a range of text types.	Write a range of text types that are well-structured.
Planning Writing	<p><b>Consolidate from Year 3</b> Discuss writing similar to that which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar.</p> <p><b>Consolidate from Year 3</b> Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p><b>Consolidate from Year 3</b> Discuss and record ideas.</p>	<p><b>Introduce</b> When discussing writing similar to that which they are planning to write, begin to discuss the formality within texts.</p> <p><b>Practise</b> Compose and rehearse sentences orally, beginning to include dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p><b>Practise</b> Continue to discuss and record ideas.</p>	<p><b>Practise</b> Continue to read and discuss the formality within texts similar to that which they are planning to write.</p> <p><b>Practise</b> Compose and rehearse sentences orally, beginning to include dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p><b>Practise</b> Continue to discuss and record ideas, beginning to draw on ideas from modelled examples.</p>	<p><b>Practise</b> Continue to read and discuss the formality within texts similar to that which they are planning to write.</p> <p><b>Develop</b> Compose and rehearse sentences orally, including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p><b>Develop</b> Discuss and record ideas, beginning to draw on ideas from own reading and modelled examples.</p>	<p><b>Develop</b> Read and discuss the formality within texts similar to that which they are planning to write and begin to compare how it contrasts to informality.</p> <p><b>Develop</b> Compose and rehearse sentences orally, including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p><b>Develop</b> With increasing independence, use ideas from own reading and modelled examples to plan their writing.</p>	<p><b>Develop</b> Read and discuss the formality within texts similar to that which they are planning to write and begin to compare how it contrasts to informality.</p> <p><b>Embed</b> Compose and rehearse sentences orally, including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p><b>Embed</b> Use ideas from own reading and modelled examples to plan their writing.</p>
Drafting Writing	<p><b>Consolidate from Year 3</b> Begin to secure understanding of how to organise paragraphs around a theme.</p> <p><b>Consolidate from Year 3</b> In narratives, create settings, characters and plot.</p>	<p><b>Practise</b> With increasing independence, continue to organise their writing into paragraphs around a theme.</p> <p><b>Practise</b> With some support, begin to add detail to further develop settings, characters and plot in narratives.</p>	<p><b>Practise</b> With increasing independence, continue to organise their writing into paragraphs around a theme.</p> <p><b>Practise</b> With some independence, create more detailed settings, characters and plot in narratives.</p>	<p><b>Develop</b> With increasing consistency, organise their writing into paragraphs around a theme.</p> <p><b>Develop</b> With increasing independence, create more detailed settings, characters and plot in narratives, beginning to consider how they engage the reader.</p>	<p><b>Embed</b> Organise their writing into paragraphs around a theme.</p> <p><b>Develop</b> With increasing independence, create more detailed settings, characters and plot in narratives, to engage the reader.</p> <p><b>Practise</b></p>	<p><b>Embed</b> Independently, create more detailed settings, characters and plot in narratives to engage the reader.</p> <p><b>Practise</b></p>

	<p><b>Introduce</b> Following teacher modelling, begin to structure stories with a clear beginning, middle and end.</p> <p><b>Consolidate from Year 3</b> In non-fiction, use simple organisational devices such as headings and sub-headings.</p>	<p><b>Practise</b> With some support, write narratives with a clear beginning, middle and end.</p> <p><b>Practise</b> With some support use some suitable structures in non-fiction texts, including some simple genre-specific layout devices.</p>	<p><b>Develop</b> With increasing independence, write a range of narratives with a clear beginning, middle and end.</p> <p><b>Practise</b> With some independence, continue to use some suitable structures in non-fiction texts, including some genre-specific layout devices.</p>	<p><b>Embed</b> Independently, write a range of narratives with a clear beginning, middle and end.</p> <p><b>Develop</b> With increasing independence, begin to use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).</p>	<p>Consider how to write narratives that are well-structured and well-paced.</p> <p><b>Develop</b> With increasing independence, use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).</p>	<p>Begin to write a range of narratives that are well-structured and well-paced.</p> <p><b>Embed</b> Independently, use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices)</p>
Editing Writing	<p><b>Consolidate from Year 3</b> Assess the effectiveness of their own and others' writing and suggest some simple improvements.</p> <p><b>Consolidate from Year 3</b> Propose changes to grammar and vocabulary.</p> <p><b>Consolidate from Year 3</b> Proof-read for spelling and punctuation errors and to check it makes sense.</p>	<p><b>Practise</b> With growing confidence, assess the effectiveness of their own and others' writing, suggesting some improvements.</p> <p><b>Practise</b> Continue to propose changes to grammar, punctuation and vocabulary.</p> <p><b>Practise</b> Continue to proof-read for spelling and punctuation errors with growing confidence.</p>	<p><b>Practise</b> With increasing confidence, assess the effectiveness of their own and others' writing, suggesting some suitable improvements.</p> <p><b>Practise</b> Continue to propose changes to grammar, punctuation and vocabulary, including adding in nouns/ pronouns to avoid repetition.</p> <p><b>Practise</b> Continue to proof read for spelling and punctuation errors and to check it makes sense.</p>	<p><b>Develop</b> With increasing confidence and independence, assess the effectiveness of their own and others' writing, suggesting improvements.</p> <p><b>Develop</b> With increasing independence, propose changes to grammar, punctuation and vocabulary, including to improve consistency through use of nouns/ pronouns and tenses.</p> <p><b>Develop</b> With growing independence, proof read for spelling and punctuation errors and to check it makes sense.</p>	<p><b>Develop</b> With increasing confidence and independence, assess the effectiveness of their own and others' writing, suggesting improvements.</p> <p><b>Develop</b> With increasing independence, propose changes to grammar, punctuation and vocabulary to improve consistency.</p> <p><b>Develop</b> With growing independence, proof read for spelling and punctuation errors and to check for cohesion.</p>	<p><b>Embed</b> Confidently assess the effectiveness of their own and others' writing, suggesting improvements.</p> <p><b>Embed</b> Independently, propose changes to grammar, punctuation and vocabulary to improve consistency e.g. use of nouns/ pronouns, consistency in tenses and verb/ subject agreement.</p> <p><b>Embed</b> Independently, proof-read for spelling and punctuation errors to check that it makes sense and to check for cohesion.</p>
Performing Writing	<b>Consolidate from Year 3</b>	<b>Practise</b>	<b>Practise</b>	<b>Develop</b>	<b>Develop</b>	<b>Embed</b>

	Read their own writing aloud, to a group or the whole class, using developing intonation and beginning to control the tone and volume so that the meaning is clear.	With growing confidence, continue to read their own writing aloud, to a group or the whole class, using developing intonation and improving control of the tone and volume so that meaning is clear.	With growing confidence, continue to read their own writing aloud, to a group or the whole class, using developing intonation and improving control of the tone and volume so that meaning is clear.	With growing confidence, continue to read their own writing aloud, to a group or the whole class, using appropriate intonation and improving control of the tone and volume so that meaning is clear.	With growing confidence, continue to read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear.	Confidently, read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Authorial Effect	<p><b>Consolidate from Year 3</b> Know the purpose of the writing and who the audience will be.</p> <p><b>Consolidate from Year 3</b> Experiment with the choice of words in poems and discuss preferences.</p>	<p><b>Practise</b> Build confidence in identifying the intended purpose and audience for a piece of writing.</p> <p><b>Introduce</b> Through class discussion and modelling, begin to experiment with words and their placement, including in poetry, beginning to discuss the effect of making the changes.</p>	<p><b>Practise</b> Build confidence in identifying the intended purpose and audience for a piece of writing.</p> <p><b>Practise</b> With support, begin to experiment with words and their placement, including in poetry, beginning to discuss the effect of making changes.</p>	<p><b>Develop</b> With growing confidence, know the intended purpose and audience for a piece of writing.</p> <p><b>Introduce</b> Through adult modelling, begin to identify vocabulary that will create mood and atmosphere e.g. of settings or feelings.</p> <p><b>Introduce</b> Through adult modelling, draw on vocabulary from other reading, becoming aware of the difference between formal and informal language.</p> <p><b>Develop</b> With some independence, experiment with words and their placement, including in poetry, discussing the effect of making changes.</p>	<p><b>Embed</b> Confidently know the intended purpose and audience for a piece of writing.</p> <p><b>Practise</b> With support and scaffolding, begin to use vocabulary that will create mood and atmosphere.</p> <p><b>Practise</b> With support, begin to draw on vocabulary from other reading. Begin to discuss the difference between formal and informal language.</p> <p><b>Develop</b> With increasing independence, experiment with words and their placement, including in poetry, discussing the effect of making changes.</p>	<p><b>Practise</b> With support, use vocabulary that will create mood and atmosphere e.g. of settings or feelings.</p> <p><b>Practise</b> With some support, draw on vocabulary from other reading, discussing the difference between formal and informal language.</p> <p><b>Embed</b> Independently, experiment with words and their placement, including in poetry, discussing the effect of making changes.</p>

	T1	T2	T3	T4	T5	T6
Phonics & Whole Word Spelling	<p><b>Consolidate from Year 4</b> Spell learnt homophones correctly.</p> <p><b>Consolidate from Year 4</b> Spell most words from the Year 3/4 spelling list (NC Appendix 1 - words that are often misspelt) correctly.</p>	<p><b>Practise</b> Begin to spell homophones with increasing complexity.</p> <p><b>Introduce</b> Drawing on resources if needed, begin to spell some words from the Year 5/6 spelling list (NC Appendix).</p>	<p><b>Practise</b> Continue to spell some complex homophones with increasing accuracy.</p> <p><b>Introduce</b> Begin to identify silent letters within words.</p> <p><b>Practise</b> Spell some words from the Year 5/6 spelling list (NC Appendix 1) correctly.</p>	<p><b>Develop</b> Spell some complex homophones correctly.</p> <p><b>Practise</b> With some support if needed, begin to spell some common words containing silent letters.</p> <p><b>Practise</b> Continue to spell an increasing number of words from the Year 5/6 spelling list (NC Appendix 1) correctly.</p>	<p><b>Develop</b> Spell an increasing number of complex homophones correctly.</p> <p><b>Practise</b> With some independence, continue to spell some common words containing silent letters.</p> <p><b>Develop</b> Spell many words from the Year 5/6 spelling list (NC Appendix 1) correctly.</p>	<p><b>Embed</b> Spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc</p> <p><b>Develop</b> Spell some words containing silent letters with increasing accuracy.</p> <p><b>Embed</b> Spell most words from the Year 5/6 spelling list (NC Appendix 1) correctly.</p>
Other Word Building/ Spelling	<p><b>Consolidate from Year 4</b> Spell most words with prefixes and suffixes taught so far correctly.</p> <p><b>Consolidate from Year 4</b> Independently, use the first two or three letters of a word to check its spelling in a dictionary.</p> <p><b>Practise</b></p>	<p><b>Introduce</b> Become more familiar with a wider range of prefixes and suffixes (NC Appendix 1 - Y5/6)</p> <p><b>Practise</b> Begin to use the first three letters of a word to locate a word in a dictionary.</p> <p><b>Practise</b></p>	<p><b>Practise</b> Continue to use further prefixes and suffixes.</p> <p><b>Practise</b> Continue to use the first three letters of a word to locate it in the dictionary in order to check its spelling and/ or meaning.</p> <p><b>Practise</b></p>	<p><b>Practise</b> Continue to spell words containing learned prefixes and suffixes with increasing accuracy, including converting nouns or adjectives to verbs.</p> <p><b>Practise</b> Continue to use the first three letters of a word to locate it in the dictionary in order to check its spelling and/ or meaning.</p> <p><b>Practise</b></p>	<p><b>Develop</b> With increasing accuracy and a deeper understanding of the guidance for adding them, spell words containing learned prefixes and suffixes (including converting nouns and adjectives to verbs) mainly accurately.</p> <p><b>Develop</b> With increasing independence, use dictionaries to check the spelling and meaning of words.</p> <p><b>Practise</b></p>	<p><b>Embed</b> Spell words containing learned prefixes and suffixes mostly correctly, including converting nouns and adjectives to verbs.</p> <p><b>Embed</b> Independently, use dictionaries to check the spelling and meaning of words.</p> <p><b>Practise</b></p>

	Apply spelling rules and guidance from Appendix 1 (and in line with Spelling Shed).	Apply spelling rules and guidance from Appendix 1.	Apply spelling rules and guidance from Appendix 1 (and in line with Spelling Shed).	Apply spelling rules and guidance from Appendix 1 (and in line with Spelling Shed).	Apply spelling rules and guidance from Appendix 1.	Apply spelling rules and guidance from Appendix 1.
Transcription	<b>Consolidate from Year 4</b> Write, from memory, simple sentences, dictated by the teacher, that include words and punctuation taught so far.	<b>Practise</b> Begin to write from memory increasingly complex sentences dictated by the teacher that include words and punctuation taught so far.	<b>Practise</b> Continue to write from memory increasingly complex sentences dictated by the teacher that include words and punctuation taught so far.	<b>Develop</b> Continue to write from memory increasingly complex sentences dictated by the teacher that include words and punctuation taught so far. Through teacher modelling, begin to apply these skills to note-taking.	<b>Develop</b> Write from memory sentences dictated by the teacher that include words and punctuation taught so far. With some guidance and support, begin to apply these skills when note-taking across the curriculum.	<b>Develop</b> Write from memory sentences dictated by the teacher that include words and punctuation taught so far. Can begin to apply these skills when note-taking across the curriculum.
Handwriting	<b>Consolidate from Year 4</b> Consistently use a neat, joined handwriting style.	<b>Practise</b> Begin to increase the legibility and fluency when using joined handwriting.	<b>Develop</b> Continue to increase the legibility and fluency and begin to increase the speed when using joined handwriting.	<b>Develop</b> Continue to increase the legibility, fluency and speed when using joined handwriting.	<b>Embed</b> Use joined handwriting to write legibly, fluently and with increasing speed.	<b>Embed</b> Maintain legibility, fluency and speed when writing through choosing whether or not to join specific letters.
Contexts for Writing	<b>Consolidate from Year 4</b> Demonstrate an understanding of purpose and audience, sustaining this throughout a piece of work mostly consistently.	<b>Introduce</b> With support, write for a specific purpose and audience, beginning to use ideas that are sustained, well-paced and logical.	<b>Practise</b> With some support, begin to write for a range of purposes and audiences, with ideas that are becoming more sustained, well-paced and logical.	<b>Develop</b> With increasing independence, write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.	<b>Develop</b> With increasing confidence and independence, select the structure and organisation of a text depending on the intended audience and purpose.	<b>Embed</b> Write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.
Planning Writing	<b>Introduce</b> Through adult modelling, begin to note initial ideas.  <b>Introduce</b>	<b>Practise</b> With adult support and given planning formats if needed, continue to note initial ideas, beginning to draw on reading and research where necessary.  <b>Practise</b>	<b>Practise</b> With some support and given planning formats if needed, continue to note initial ideas, drawing on reading and research where necessary.  <b>Practise</b>	<b>Develop</b> With some independence, note and begin to develop initial ideas, drawing on reading and research where necessary.  <b>Develop</b>	<b>Develop</b> With increasing independence, note and develop initial ideas, drawing on reading and research where necessary.  <b>Develop</b>	<b>Embed</b> Independently, note and develop initial ideas, drawing on reading and research where necessary.  <b>Embed</b>



	Through whole class discussions around class texts, begin to identify how authors have developed characters and settings.	With adult support, identify ways that authors have developed characters and settings in what they have read, listened to or seen performed.	With some support, identify ways that authors have developed characters and settings in what they have read, listened to or seen performed.	With some independence, consider how authors have developed characters and settings in what they have read, listened to or seen performed and begin to incorporate in their own writing.	With increasing independence, consider how authors have developed characters and settings in what they have read, listened to or seen performed and incorporate similar ideas in their own writing.	When planning independently, consider how authors have developed characters and settings in what they have read, listened to or seen performed and incorporate similar ideas in their own writing.
Drafting Writing	<p><b>Introduce</b> Through adult modelling, identify the grammar and vocabulary used in different types of writing.</p> <p><b>Consolidate from Year 4</b> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p><b>Consolidate from Year 4</b> Create more detailed settings, characters and plot in narratives to engage the reader.</p>	<p><b>Practise</b> With adult support, begin to select some appropriate grammar and vocabulary for different types of writing.</p> <p><b>Introduce</b> Through adult modelling, begin to identify how to precis a longer text.</p> <p><b>Introduce</b> Through adult modelling, identify how cohesion within a text is created, including vocabulary choices, adverbials and conjunctions.</p> <p><b>Practise</b> With adult support, begin to describe settings, characters and atmosphere within narratives.</p>	<p><b>Practise</b> With some support, select some appropriate grammar and vocabulary, beginning to show an awareness of how such choices can change and enhance meaning.</p> <p><b>Practise</b> With adult support and given guidance, begin to precis a longer piece of writing.</p> <p><b>Practise</b> With adult support, begin to use some devices such as vocabulary choices, adverbials and conjunctions to build cohesion within and across paragraphs.</p> <p><b>Practise</b> With some support, continue to develop settings, characters and atmosphere within narratives.</p> <p><b>Introduce</b></p>	<p><b>Develop</b> With some independence, select appropriate grammar and vocabulary, beginning to increase their understanding of how such choices can change and enhance meaning.</p> <p><b>Practise</b> With some support, begin to precis a longer piece of writing.</p> <p><b>Practise</b> With some support, continue to use some devices to build cohesion within and across paragraphs.</p> <p><b>Develop</b> With some independence, in narratives, describe settings, characters and atmosphere, beginning to consider how to engage the reader.</p> <p><b>Introduce</b></p>	<p><b>Develop</b> With increasing independence, select appropriate grammar and vocabulary, increasing their understanding of how such choices can change and enhance meaning.</p> <p><b>Develop</b> With some independence, precis a longer passage.</p> <p><b>Develop</b> With increasing independence, use an increasingly wide range of devices to build cohesion within and across paragraphs.</p> <p><b>Develop</b> With increasing independence, in narratives, describe settings, characters and atmosphere to consciously engage the reader.</p> <p><b>Practise</b></p>	<p><b>Embed</b> Independently, select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p><b>Embed</b> With increasing independence, precis a longer passage.</p> <p><b>Embed</b> Independently, use a wide range of devices to build cohesion within, and across, paragraphs.</p> <p><b>Embed</b> Independently, in narratives, describe settings, characters and atmosphere to consciously engage the reader.</p> <p><b>Practise</b></p>

	<p><b>Consolidate from Year 4</b> Use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices)</p>	<p><b>Introduce</b> Through whole class discussions of model writing, begin to identify organisational and presentational devices that are relevant to the text type, e.g. bullet points and headings.</p>	<p>Through adult modelling and exploring whole class texts, begin to identify how dialogue is used to convey character and advance the action.</p> <p><b>Practise</b> With some support and scaffolds, use organisational and presentational devices that are relevant to the text type, e.g. bullet points and headings.</p>	<p>With adult support, begin to experiment with using dialogue in stories to attempt to convey character and advance the action.</p> <p><b>Develop</b> With increasing independence, use organisational and presentational devices that are relevant to the text type, e.g. bullet points and headings</p>	<p>With some support, begin to use dialogue to convey character and advance the action.</p> <p><b>Embed</b> Independently, use organisational and presentational devices that are relevant to the text type, e.g. bullet points and headings.</p>	<p>With some support, begin to integrate dialogue to convey character and advance the action.</p> <p><b>Embed</b> Independently and confidently, use organisational and presentational devices that are relevant to the text type, e.g. bullet points and headings.</p>
Editing Writing	<p><b>Consolidate from Year 4</b> Assess the effectiveness of their own and others' writing, suggesting improvements.</p> <p><b>Consolidate from Year 4</b> Propose changes to grammar, punctuation and vocabulary to improve consistency.</p> <p><b>Introduce</b> With adult support and following given feedback, begin to correct inaccuracies in tense.</p>	<p><b>Practise</b> With some confidence, begin to assess the effectiveness of their own and others' writing using Y5 objectives.</p> <p><b>Introduce</b> With adult support and following feedback, begin to propose some changes to vocabulary, grammar and punctuation, to enhance effect and clarify meaning.</p> <p><b>Practise</b> With some support and guidance, correct inaccuracies in tense and begin to correct inaccuracies in subject/ verb agreement.</p> <p><b>Practise</b></p>	<p><b>Develop</b> With increasing confidence, assess the effectiveness of their own and others' writing, beginning to make necessary corrections.</p> <p><b>Practise</b> With some support and following feedback, continue to propose some changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.</p> <p><b>Practise</b> With some support and guidance, continue to correct inaccuracies in tense and subject/ verb agreement.</p> <p><b>Practise</b></p>	<p><b>Embed</b> Confidently assess the effectiveness of their own, and others', writing.</p> <p><b>Practise</b> With some independence, propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.</p> <p><b>Develop</b> With some independence, improve the accuracy and consistency of tense and subject/ verb agreement throughout a piece of writing.</p> <p><b>Develop</b></p>	<p><b>Develop</b> With increasing independence and confidence, propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.</p> <p><b>Develop</b> With increasing independence, ensure the correct and consistent use of tense throughout a piece of writing and the correct subject/ verb agreement.</p> <p><b>Develop</b></p>	<p><b>Embed</b> Independently and confidently, propose changes to vocabulary, grammar and punctuation, to enhance effect and clarify meaning.</p> <p><b>Embed</b> Independently, ensure the correct and consistent use of tense throughout a piece of writing. Ensure the correct subject/ verb agreement.</p> <p><b>Embed</b></p>

	<b>Consolidate from Year 4</b> Proof-read for spelling and punctuation errors to check that it makes sense and to check for cohesion.	Continue to proof-read for spelling and punctuation errors to check it makes sense, including Year 5 objectives.	With some independence and confidence, proof-read for spelling and punctuation errors, beginning to focus on improving cohesion.	With increasing confidence and independence, proof-read for spelling and punctuation errors, continuing to focus on improving cohesion.	With increasing confidence and independence, proof-read for spelling and punctuation errors, with a focus on developing cohesion.	Confidently and independently, proof-read for spelling and punctuation errors with a focus on developing cohesion.
Performing Writing	<b>Consolidate from Year 4</b> Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<b>Introduce</b> Through adult modelling, begin to identify how to improve performance through the use of intonation, volume and movement.	<b>Practise</b> With support and guidance, perform their own compositions, beginning to use appropriate intonation and volume so that meaning is clear.	<b>Practise</b> With some guidance, continue to perform their own compositions, using appropriate intonation and volume and beginning to incorporate movement so that meaning is clear.	<b>Develop</b> With some confidence and independence, perform their own compositions, using appropriate intonation, volume and some movement so that meaning is clear.	<b>Embed</b> With growing confidence, perform their own compositions using appropriate intonation, volume and some movement so that meaning is clear.
Authorial Effect		<b>Introduce</b> With support, begin to use a thesaurus to identify possible synonyms for a word.	<b>Practise</b> With some independence, begin to use a thesaurus to identify possible synonyms for a word.	<b>Develop</b> Use a thesaurus to identify possible synonyms. Begin to select the most appropriate word, considering the effect on the reader.	<b>Develop</b> With increasing independence, use a thesaurus to identify possible synonyms. Begin to select the most appropriate word, considering the effect on the reader.	<b>Embed</b> Independently, use a thesaurus to identify possible synonyms, selecting the most appropriate word, considering the effect on the reader.
	<b>Consolidate from Year 4</b> Through class discussion, begin to identify examples of informal and formal language.	<b>Practise</b> Drawing on adult modelling, begin to select appropriate vocabulary that reflects the formality of the writing.	<b>Practise</b> With support, begin to select appropriate vocabulary that reflects the formality of the writing.	<b>Develop</b> With some independence, select appropriate vocabulary that reflects the formality of writing.	<b>Develop</b> With increasing independence, begin to distinguish between the language of speech and writing and choose the appropriate register.	<b>Embed</b> Independently and with growing confidence, begin to distinguish between the language of speech and writing and choose the appropriate register.
	<b>Consolidate from Year 4</b> Know the intended audience and purpose of a piece of writing.	<b>Practise</b> With increasing independence and confidence, identify audience (or different possible audiences) of a piece of writing.	<b>Practise</b> With increasing independence and confidence, identify audience (or different possible audiences) of a piece of writing.	<b>Develop</b> Independently and confidently, and with an increased awareness, identify audience (or different possible	<b>Develop</b> Independently and confidently, and with an increased awareness, identify audience (or different possible	<b>Embed</b> Independently and confidently, and with an increased awareness, identify audience (or different possible

	<p><b>Introduce</b> Through class discussion of texts, begin to identify how an author uses language to create atmosphere in narratives.</p>	<p><b>Introduce</b> Through adult modelling, begin to identify how an author can affect the reader through their language and structural choices.</p> <p><b>Practise</b> With support, begin to consider the language they use in their own narratives in order to create atmosphere.</p>	<p><b>Practise</b> With support, begin to identify how they intend to affect the audience in their own writing.</p> <p><b>Practise</b> With some support, consider the language they use in their own narratives in order to create atmosphere.</p>	<p>audiences) of a piece of writing.</p> <p><b>Practise</b> With some independence, identify how they intend to affect the audience in their own writing.</p> <p><b>Develop</b> With some independence, consider the language they use in their own narratives in order to create atmosphere.</p>	<p>audiences) of a piece of writing.</p> <p><b>Develop</b> With increasing independence, identify how they intend to affect the audience.</p> <p><b>Develop</b> With increasing independence, consider how their narratives create atmosphere through their choice of language.</p>	<p>audiences) of a piece of writing.</p> <p><b>Embed</b> Independently, identify how they intend to affect the audience in their own writing.</p> <p><b>Embed</b> Independently, consider how their narratives create atmosphere through their choice of language.</p>
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Year 6						
	T1	T2	T3	T4	T5	T6
Phonics & Whole Word Spelling	<p><b>Consolidate from Year 5</b> Spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc</p> <p><b>Consolidate from Year 5</b> Spell some words containing silent letters with increasing accuracy.</p> <p><b>Consolidate from Year 5</b> Spell most words from the Year 5/6 spelling</p>	<p><b>Introduce</b> Begin to distinguish between homophones and other words that are often confused, with support or resources if needed.</p> <p><b>Practise</b> Spell some words containing silent letters with increasing accuracy.</p> <p><b>Practise</b> Continue to spell most words from the Year 5/6 spelling list (NC Appendix 1) correctly.</p>	<p><b>Practise</b> With support or resources if needed, continue to distinguish between homophones and other words that are often confused.</p> <p><b>Develop</b> Spell some words containing silent letters with increasing accuracy.</p> <p><b>Practise</b> Spell correctly most words from the Year 5/6 spelling list, and begin to use a dictionary to</p>	<p><b>Develop</b> With some independence, continue to distinguish between homophones and other words that are often confused.</p> <p><b>Embed</b> Most accurately, spell some words with silent letters.</p> <p><b>Develop</b> Spell correctly most words from the Year 5/6 spelling list, and use a dictionary to check the</p>	<p><b>Develop</b> With increasing independence, continue to distinguish between homophones and other words that are often confused.</p> <p><b>Develop</b> Spell correctly most words from the Year 5/6 spelling list, and use a dictionary to check the</p>	<p><b>Embed</b> Independently, continue to distinguish between homophones which are often confused.</p> <p><b>Embed</b> Spell correctly most words from the Year 5/6 spelling</p>

	list (NC Appendix 1) correctly.		check the spelling of uncommon, or more ambitious, vocabulary when prompted.	spelling of uncommon, or more ambitious, vocabulary with increasing independence.	spelling of uncommon, or more ambitious, vocabulary with increasing independence.	list, and use a dictionary to check the spelling of uncommon, or more ambitious, vocabulary independently.
Other Word Building/ Spelling	<p><b>Consolidate from Year 5</b> Spell words containing learned prefixes and suffixes mostly correctly, including converting nouns and adjectives to verbs.</p> <p><b>Embed</b> Use dictionaries to check the spelling and meaning of words, using the first three letters of the word.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1.</p>	<p><b>Practise</b> Continue to expand knowledge of prefixes and suffixes, spelling words with a wider range of prefixes and suffixes.</p> <p><b>Practise</b> Begin to use the first three or four letters of a word to locate it in the dictionary in order to check its spelling and/ or meaning.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1.</p>	<p><b>Practise</b> Continue to spell words with a wider range of prefixes and suffixes.</p> <p><b>Develop</b> With increasing accuracy, use the first three or four letters of a word to locate it in the dictionary in order to check its spelling and/ or meaning.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1.</p>	<p><b>Develop</b> Use further prefixes and suffixes and develop an understanding of the guidance for adding them.</p> <p><b>Embed</b> Use dictionaries to check the spelling and meaning of words, using the first three or letters of the word.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1.</p>	<p><b>Develop</b> Use further prefixes and suffixes and improve their understanding of the guidance for adding them.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1.</p>	<p><b>Embed</b> Use further prefixes and suffixes and understand the guidance for adding them.</p> <p><b>Practise</b> Apply spelling rules and guidance from Appendix 1.</p>
Transcription	<p><b>Consolidate from Year 5</b> Write from memory sentences dictated by the teacher that include words and punctuation taught so far. With some guidance and support, begin to apply these skills when note-taking across the curriculum.</p>	<p><b>Practise</b> Write from memory sentences dictated by the teacher that include words and punctuation taught so far. Begin to apply these skills when note-taking across the curriculum.</p>	<p><b>Practise</b> Continue to write from memory sentences, dictated by the teacher, that include words and punctuation taught so far. Continue to apply these skills when note-taking across the curriculum.</p>	<p><b>Develop</b> Continue to write from memory sentences, dictated by the teacher, that include words and punctuation taught so far. With some independency, use dictation skills to note-take across the curriculum.</p>	<p><b>Develop</b> Continue to write from memory sentences, dictated by the teacher, that include words and punctuation taught so far. With increasing independence, use dictation skills to note-take across the curriculum.</p>	<p><b>Embed</b> Write from memory sentences dictated by the teacher that include words and punctuation taught so far. Independently, use dictation skills to note-take across the curriculum.</p>
Handwriting	<p><b>Consolidate from Year 5</b> Use joined handwriting to write legibly, fluently and with increasing speed.</p>	<p><b>Practise</b> Continue to improve handwriting, in order to write with increasing legibility, fluency and speed.</p>	<p><b>Develop</b> Begin to maintain legibility in joined handwriting when writing at speed,</p>	<p><b>Develop</b> Continue to build consistency in legibility of joined handwriting when writing at speed, choosing when to leave</p>	<p><b>Embed</b> Maintain legibility in joined handwriting when writing at speed, choosing when to leave some letters unjoined.</p>	<p><b>Embed</b> Maintain legibility in joined handwriting when writing at speed, choosing when to leave some letters unjoined.</p>

	<p><b>Introduce Practise</b> Begin to select the writing implement that is best suited to the task, with guidance if needed.</p>	<p><b>Practise Develop</b> With increasing independence, select the writing implement that is best suited to the task, with guidance if needed.</p>	<p>choosing when to leave some letters unjoined.</p> <p><b>Embed</b> Independently, select the writing implement that is best suited to the task.</p>	some letters unjoined.		
Contexts for Writing	<p><b>Consolidate from Year 5</b> Write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.</p>	<p><b>Introduce</b> Write for a range of purposes and audiences, beginning to select language that shows some awareness of the reader.</p>	<p><b>Practise</b> Write more effectively for a range of purposes and audiences, selecting language that shows an increased awareness of the reader.</p>	<p><b>Develop</b> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</p>	<p><b>Embed</b> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).</p>	<p><b>Embed</b> 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)</p>
Planning Writing	<p><b>Consolidate from Year 5</b> Note and develop initial ideas, drawing on reading and research where necessary.</p> <p><b>Consolidate from Year 5</b> When planning, consider how authors have developed characters and settings in what they have read, listened to or seen performed and incorporate similar ideas in their own writing.</p>	<p><b>Practise</b> Continue to note and develop initial ideas, drawing on reading and research where necessary.</p> <p><b>Practise</b> When planning, consider how authors have developed characters and settings in what they have read, listened to or seen performed.</p>	<p><b>Develop</b> With increasing confidence and independence, note and develop initial ideas, drawing on reading and research where necessary.</p> <p><b>Develop</b> With increasing confidence and independence, consider how authors have developed characters and settings in what they have read, listened to or seen performed.</p>	<p><b>Develop</b> With increasing confidence and independence, note and develop initial ideas, drawing on reading and research where necessary.</p> <p><b>Develop</b> With increasing confidence and independence, consider how authors have developed characters and settings in what they have read, listened to or seen performed.</p>	<p><b>Embed</b> Confidently and independently, note and develop initial ideas drawing on reading and research where necessary.</p> <p><b>Embed</b> Independently and confidently, consider how authors have developed characters and settings in what they have read, listened to or seen performed.</p>	<p><b>Embed</b> Confidently and independently, note and develop initial ideas drawing on reading and research where necessary.</p> <p><b>Embed</b> Independently and confidently, consider how authors have developed characters and settings in what they have read, listened to or seen performed.</p>
Drafting Writing	<p><b>Consolidate from Year 5</b></p>	<p><b>Practise</b> Continue to select appropriate grammar</p>	<p><b>Develop</b> Make increasingly appropriate vocabulary</p>	<p><b>Develop</b> Make increasingly appropriate vocabulary</p>	<p><b>Embed</b> Select vocabulary and grammatical structures</p>	<p><b>Embed</b> Distinguish between the language of speech and</p>

	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p><b>Consolidate from Year 5</b> Use a wide range of devices to build cohesion within, and across, paragraphs.</p> <p><b>Consolidate from Year 5</b> In narratives, describe settings, characters and atmosphere.</p> <p><b>Introduce</b> Through adult modelling and exploring texts, begin to identify how an author uses dialogue to convey character and advance the action.</p> <p><b>Consolidate from Year 5</b> Use organisational and presentational devices that are relevant to the text type, e.g. bullet points and headings.</p>	<p>and vocabulary, understanding how such choices can change and enhance meaning.</p> <p><b>Practise</b> Continue to improve cohesion within and across paragraphs using a wide range of devices.</p> <p><b>Practise</b> With increasing independence, describe settings, characters and atmosphere in narratives.</p> <p><b>Practise</b> With adult support, begin to experiment with using dialogue in stories to attempt to convey character and advance the action.</p> <p><b>Introduce</b> Begin to investigate and identify further organisational devices to structure text and guide the reader.</p>	<p>and grammatical structures that reflect what the writing requires.</p> <p><b>Develop</b> With increasing independence, use a wide range of devices to build cohesion e.g. repetition, grammatical connections such as adverbs and ellipsis.</p> <p><b>Develop</b> With increasing independence, describe settings, characters and atmosphere, beginning to consciously engage the reader.</p> <p><b>Practise</b> With some support, integrate dialogue in narratives to convey character and advance the action.</p> <p><b>Practise</b> With support if needed, begin to use further organisational devices to structure text and guide the reader.</p>	<p>and grammatical structures that reflect what the writing requires.</p> <p><b>Develop</b> With increasing independence and success, use a wide range of devices to build cohesion.</p> <p><b>Develop</b> With increasing independence and confidence, describe settings, characters and atmosphere to consciously engage the reader.</p> <p><b>Develop</b> With increasing independence, integrate dialogue in narratives to convey character and advance the action.</p> <p><b>Develop</b> With some independence, use further organisational devices to structure text and guide the reader.</p>	<p>that reflect what the writing requires, doing this mostly appropriately.</p> <p><b>Embed</b> Independently, use a wide range of devices to build cohesion.</p> <p><b>Embed</b> Independently and confidently, describe settings, characters and atmosphere to consciously engage the reader in narratives.</p> <p><b>Develop</b> With increasing independence and confidence, integrate dialogue in narratives to convey character and advance the action.</p> <p><b>Develop</b> With increasing independence, use further organisational devices to structure text and guide the reader.</p>	<p>writing and choose the appropriate register.</p> <p><b>Embed</b> Independently, use a range of devices to build cohesion (e.g. Repetition, grammatical connections, adverbs and ellipsis) within and across paragraphs.</p> <p><b>Embed</b> Independently and confidently, describe settings, characters and atmosphere to consciously engage the reader in narratives.</p> <p><b>Embed</b> Independently and confidently, integrate dialogue in narratives to convey character and advance the action.</p> <p><b>Embed</b> Independently, use further organisational and presentational devices to structure text and to guide the reader.</p>
Editing Writing	<p><b>Consolidate from Year 5</b> Assess the effectiveness of their own and others'</p>	<p><b>Practise</b> With some support, begin to assess the effectiveness of their</p>	<p><b>Practise</b> With some independence, assess the effectiveness of their own and others'</p>	<p><b>Develop</b> With increasing independence, assess the effectiveness of</p>	<p><b>Develop</b> With increasing confidence and independence, assess the effectiveness of</p>	<p><b>Embed</b> Confidently and independently, can assess the effectiveness</p>

	<p>writing, suggesting improvements.</p> <p><b>Introduce</b> With adult support and following feedback, begin to propose some changes to vocabulary, grammar and punctuation, to enhance effect and clarify meaning.</p> <p><b>Introduce</b> Following feedback, begin to check the correct and consistent use of tense throughout a piece of writing,</p> <p><b>Introduce</b> Begin to recognise how subjects and verbs agree according to whether they are singular or plural.</p> <p><b>Consolidate from Year 5</b> Proof-read for spelling and punctuation errors to check that it makes sense and to check for cohesion.</p>	<p>own and others' writing using Y6 objectives.</p> <p><b>Practise</b> With some support and following feedback, continue to propose some changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.</p> <p><b>Practise</b> With some support and guidance, continue to correct inaccuracies in tense.</p> <p><b>Practise</b> With some support and guidance, begin to ensure correct subject and verb agreement when using singular and plural.</p> <p><b>Practise</b> Continue to proof-read for spelling and punctuation errors to check it makes sense, including Year 6 objectives.</p>	<p>writing, beginning to make necessary corrections.</p> <p><b>Practise</b> With some independence, propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.</p> <p><b>Practise</b> With some support, ensure the correct and consistent use of tense throughout a piece of writing.</p> <p><b>Practise</b> With some independence, ensure correct subject and verb agreement when using singular and plural.</p> <p><b>Practise</b> With some independence and confidence, proof-read for spelling and punctuation errors, beginning to focus on improving cohesion.</p>	<p>their own, and others', writing.</p> <p><b>Develop</b> With increasing independence, propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.</p> <p><b>Develop</b> With some independence, ensure the correct and consistent use of tense throughout a piece of writing.</p> <p><b>Develop</b> Independently, ensure correct subject and verb agreement. Begin to distinguish between the language of speech and writing and begin to choose the appropriate register.</p> <p><b>Develop</b> With increasing confidence and independence, proof-read for spelling and punctuation errors, continuing to focus on improving cohesion.</p>	<p>their own, and others', writing.</p> <p><b>Develop</b> With increasing independence and confidence, propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.</p> <p><b>Develop</b> With increasing independence and confidence, ensure the correct and consistent use of tense throughout a piece of writing.</p> <p><b>Develop</b> Independently and with growing confidence, ensure correct subject and verb agreement. Continue to distinguish between the language of speech and writing and choose the appropriate register.</p> <p><b>Develop</b> With increasing confidence and independence, proof-read for spelling and punctuation errors, with a focus on developing cohesion.</p>	<p>of their own, and others', writing.</p> <p><b>Embed</b> Confidently and independently, can propose changes to vocabulary, grammar and punctuation, to enhance effect and clarify meaning.</p> <p><b>Embed</b> Confidently and independently, ensure the correct and consistent use of tense throughout a piece of writing.</p> <p><b>Embed</b> Independently and confidently, ensure correct subject and verb agreement. Distinguish between the language of speech and writing and choose the appropriate register.</p> <p><b>Embed</b> Confidently and independently, can proof-read for spelling and punctuation errors with a focus on developing cohesion.</p>
Performing Writing	<p><b>Introduce</b> Through adult modelling, begin to identify how to improve</p>	<p><b>Practise</b> With some support and guidance, perform their own compositions,</p>	<p><b>Practise</b> With some independence, perform their own compositions,</p>	<p><b>Develop</b> With some confidence and independence, perform their own</p>	<p><b>Develop</b> With growing confidence and independence, perform</p>	<p><b>Embed</b> Independently and confidently, perform their own compositions</p>



	performance through the use of intonation, volume and movement.	beginning to use appropriate intonation and volume so that meaning is clear.	using appropriate intonation and volume and beginning to incorporate movement so that meaning is clear.	compositions, using appropriate intonation, volume and some movement so that meaning is clear.	their own compositions, using appropriate intonation, volume and movement so that meaning is clear.	using appropriate intonation, volume and movement so that meaning is clear.
Authorial Effect	<p><b>Consolidate from Year 5</b> Use a thesaurus to identify possible synonyms, selecting the most appropriate word, considering the effect on the reader.</p> <p><b>Consolidate from Year 5</b> Begin to distinguish between the language of speech and writing and choose the appropriate register.</p> <p><b>Consolidate from Year 5</b> Identify audience (or different possible audiences) of a piece of writing.</p> <p><b>Introduce</b> Through adult modelling, begin to identify examples of precise, nuanced or figurative language in different purposes.</p> <p><b>Consolidate from Year 5</b> Consider how their narratives create</p>	<p><b>Practise</b> With developing confidence and independence, use a thesaurus to make appropriate word choices, considering the effect on the reader.</p> <p><b>Practise</b> With some support, begin to distinguish between the language of speech and writing, identifying the formality of the writing and beginning to choose the appropriate register.</p> <p><b>Practise</b> With increasing confidence and independence, identify audience and potential audience and the intended effect of their writing on them.</p> <p><b>Practise</b> With support, begin to experiment with precise, nuanced or figurative vocabulary, depending on the purpose.</p> <p><b>Practise</b> Continue to build confidence and independence in considering how their</p>	<p><b>Develop</b> With increased confidence and independence, use a thesaurus to make appropriate word choices, considering the effect on the reader.</p> <p><b>Practise</b> With some independence, distinguish between the language of speech and writing, identifying the formality and choosing the appropriate register.</p> <p><b>Develop</b> With increasing confidence and independence, identify audience and potential audience and the intended effect of their writing on them.</p> <p><b>Practise</b> With some support, begin to use precise, nuanced or figurative vocabulary, depending on the purpose.</p> <p><b>Develop</b> With increasing confidence and independence, consider how their narratives</p>	<p><b>Embed</b> Confidently and independently, use a thesaurus to make appropriate word choices, considering the effect on the reader.</p> <p><b>Develop</b> With increasing independence and accuracy, distinguish between the language of speech and writing, identifying the formality and choosing the appropriate register.</p> <p><b>Embed</b> Confidently and independently, identify audience and potential audience and the intended effect of their writing on them.</p> <p><b>Develop</b> With some independence, use precise, nuanced or figurative vocabulary, depending on the purpose.</p> <p><b>Embed</b> Confidently and independently, consider how their narratives</p>	<p><b>Develop</b> With increasing independence and accuracy, distinguish between the language of speech and writing, identifying the level of formality and choosing the appropriate register.</p> <p><b>Develop</b> With increasing independence and confidence, use precise, nuanced or figurative vocabulary, depending on the purpose.</p>	<p><b>Embed</b> Independently distinguish between the language of speech and writing, identifying the appropriate level of formality and choosing the appropriate register mostly correctly.</p> <p><b>Embed</b> Confidently and independently, use precise, nuanced or figurative vocabulary, depending on the purpose.</p>

	atmosphere through their choice of language.	narratives create atmosphere through their choice of language.	create atmosphere through their choice of language.	create atmosphere through their choice of language.		
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