

**Working Towards – Early Learning Goals**

<b>Spoken Language</b>	Pupils should feel confident to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
<b>Spoken Language</b>	Make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.
<b>Spoken Language</b>	Use full sentences to express their thoughts and experiences using past, present and future tenses and conjunctions WITH scaffolding.
<b>Writing</b>	Write recognisable letters, most of which are correctly formed.
<b>Writing</b>	Spell words by identifying sounds and representing these with the correct letter/s in most cases.
<b>Writing</b>	Write simple sentences that can be read by others.
<b>Comprehension</b>	Retell stories that have been read to them using their own words.
<b>Comprehension</b>	Anticipate key events in a story.
<b>Word reading</b>	Say a sound for each letter in the alphabet and read at least 10 digraphs
<b>Word reading</b>	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
<b>Fine Motor</b>	Hold a pencil effectively in preparation for fluent writing –using the tripod grip in almost all cases

**Working at ARE – Year 1**

<b>Spoken Language</b>	Pupils should continue to be taught to listen and respond appropriately to adults and peers.
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<b>Writing</b>	Write simple, coherent narratives about personal events and the experiences of others (real or fictional)
<b>Writing</b>	Demarcate MOST sentences with capitals and full stops and use questions marks accurately when required.
<b>Writing</b>	Use present and past tense MOSTLY correctly
<b>Writing</b>	Use coordinating conjunctions (and, but, or)
<b>Writing Composition</b>	<p>Pupils should orally rehearse what they want to write. Pupils should be able to sequence sentences to form short narratives and re-read what they have written to check it makes sense.</p> <p>Pupils should be able to read their work aloud well enough to be heard and understood by adults and peers.</p>
<b>Spelling - Transcription</b>	Pupils should be taught to spell words containing the 40+ phonemes already taught, days of the week and common exception words. They should be able to use letter names.
<b>Spelling</b>	Segment spoken words into phonemes and represent these using graphemes.
<b>Spelling</b>	Spell many of the common exception words correctly*
<b>Spelling</b>	Add the correct plural - s or es to MOST nouns
<b>Spelling</b>	Use the prefix un-
<b>Spelling</b>	Use -ing, -ed, -er and -est where no change is need to spelling the root word.
<b>Grammar and Punctuation</b>	use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
<b>Handwriting</b>	Begin to form capital letters and digits (0-9) of the correct size, orientation and relationship to one another and to other lower-case letters.

<b>Handwriting</b>	Use spaces between words that reflects the size of letters
<b>Handwriting</b>	understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these.
<b>Greater Depth – Above ARE</b>	
<b>Writing</b>	Pupils can begin to write coherently for a range of different purposes and both fiction and nonfiction texts drawing on what they have read to inform vocabulary and structure of their writing.
<b>Writing</b>	Make simple additions, revisions and edits to their work.
<b>Writing</b>	Use SOME subordinating conjunctions (when, if, that because) to join clauses.
<b>Grammar and Punctuation</b>	Capitalise the start of sentences, days of the week, names and personal pronoun I correctly and use the punctuation taught at Year 1 (. ! ?' mostly correctly.
<b>Spelling</b>	Spell most of the common exception words for Year 1 correctly and some of the Year 2 CEW's
<b>Spelling</b>	Add most taught suffixes (s, es, ed, est, ing,) correctly
<b>Handwriting</b>	Begin to use some horizontal and diagonal joins accurately

**Working Towards - Year 1**

<b>Spoken Language</b>	Pupils should continue to be taught to listen and respond appropriately to adults and peers.
<b>Writing</b>	Write simple, coherent narratives about personal events and the experiences of others (real or fictional)
<b>Writing</b>	Demarcate MOST sentences with capitals and full stops and use questions marks accurately when required.
<b>Writing</b>	Use present and past tense MOSTLY correctly
<b>Writing</b>	Use coordinating conjunctions (and, but, or) and SOME subordinating conjunctions (when, if, that because) to join clauses.
<b>Writing Composition</b>	<p>Pupils should orally rehearse what they want to write. Pupils should be able to sequence sentences to form short narratives and re-read what they have written to check it makes sense.</p> <p>Pupils should be able to read their work aloud well enough to be heard and understood by adults and peers.</p>
<b>Spelling - Transcription</b>	Pupils should be taught to spell words containing the 40+ phonemes already taught, days of the week and common exception words. They should be able to use letter names.
<b>Spelling</b>	Segment spoken words into phonemes and represent these using graphemes.
<b>Spelling</b>	Spell many of the common exception words correctly*
<b>Spelling</b>	Add the correct plural - s or es to MOST nouns
<b>Spelling</b>	Use the prefix un-
<b>Spelling</b>	Use -ing, -ed, -er and -est where no change is need to spelling the root word.

<b>Grammar and Punctuation</b>	use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
<b>Handwriting</b>	form capital letters and digits (0-9) of the correct size, orientation and relationship to one another and to other lower-case letters.
<b>Handwriting</b>	Use spaces between words that reflects the size of letters
<b>Handwriting</b>	understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these.

### Working at ARE - Year 2

<b>Spoken Language</b>	Continue to respond appropriately and effectively to adults and peers.
<b>Spoken Language</b>	To read aloud their own work with appropriate intonation to make the meaning clear.
<b>Spoken Language</b>	Ask relevant questions to extend their understanding and knowledge.
<b>Spoken Language</b>	Speak audibly and fluently showing an increasing command of Standard English.
<b>Writing Transcription</b>	Discuss and clarify the new meaning of words, linking new meanings to known vocabulary.
<b>Writing Transcription</b>	Segment words into phonemes and understand how to represent these through graphemes, spelling many GPCs correctly.
<b>Writing Transcription</b>	Continue to consolidate alternative phoneme - grapheme correspondences and learn some words with each spelling. Including introducing homophones - reign/rain or tail/tale
<b>Writing Transcription</b>	Learn to spell the Year 2 Common Exceptions Words

<b>Writing Transcription</b>	Begin to use contracted forms MOSTLY accurately
<b>Writing Transcription</b>	Learning the singular possessive apostrophe (girl's book)
<b>Writing Transcription</b>	Distinguish between homophones (sea/see) and near homophones (quite/quiet)
<b>Writing Transcription</b>	Add suffixes to spell longer words, -ment, -ly, -ness -less
<b>Writing Transcription</b>	Write from memory simple dictated sentences that include words with taught GPCs, common exception words and taught punctuation.
<b>Writing Composition</b>	Pupils should be encouraged to develop a positive attitude and stamina towards writing.
<b>Writing Composition</b>	Write narrative about personal events and experiences of others (real and fictional)
<b>Writing Composition</b>	Write poetry and non - fiction texts
<b>Writing Composition</b>	Write for a wider range of purposes, with an introduction to texts that may be structured in different ways for example a nonfiction biography vs an information text.
<b>Writing Composition</b>	Planning what they want to write by jotting down key ideas and new vocabulary
<b>Writing Composition</b>	Encapsulate what they want to say by writing it down sentence by sentence coherently and effectively.
<b>Writing Composition</b>	Evaluate their writing with an adult or peer
<b>Writing Composition</b>	Make simple revisions, edits or corrections
<b>Writing Composition</b>	Reread their writing to check it makes sense and that verbs used to indicate time and tense are used MOSTLY correctly and consistently.
<b>Writing Composition</b>	Checking writing for grammar and punctuation, such as identifying the end of a sentence needs to be punctuated.

<b>Spelling</b>	At this stage, pupils spelling should be phonetically plausible and accurate – if not completely correct.
<b>Spelling</b>	Pupils should use GPCs for mono and multisyllabic words.
<b>Spelling</b>	Pupils should begin to use their knowledge of suffixes from word reading within their writing.
<b>Spelling</b>	Develop some knowledge of word and spelling structure (orthography) as well as root words.
<b>Spelling</b>	Use -ing, -ed, -er and -est where no change is need to spelling the root word.
<b>Grammar and Punctuation</b>	Continue to accurately and consistently use a capital letter for names of people, places, the days of the week, and the personal pronoun 'i'
<b>Grammar and Punctuation</b>	Learn how to use both familiar and new punctuation correctly , including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
<b>Grammar and Punctuation</b>	Understand sentences with different forms: statement, command, question, exclamation.
<b>Grammar and Punctuation</b>	Use expanded noun phrases to describe and specify
<b>Grammar and Punctuation</b>	Use subordination (when, if, that or because) and coordination (and, or, but) to join clauses correctly.
<b>Handwriting</b>	Form capital letters of the correct size relative to one another
<b>Handwriting</b>	start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

<b>Handwriting</b>	write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
<b>Handwriting</b>	Use spacing between words that is consistent and reflective of the size of letters.
<b>Working at Greater Depth</b>	
<b>Writing</b>	Write coherently for a range of different purposes and both fiction and nonfiction texts drawing on what they have read to inform vocabulary and structure of their writing.
<b>Writing</b>	Show consistency in proofreading and making simple revisions to their work,
<b>Handwriting</b>	Pupils write with a joined style and can form letters securely with the correct orientation
<b>Writing</b>	Write coherently for a range of different purposes and both fiction and nonfiction texts drawing on what they have read to inform vocabulary and structure of their writing.
<b>Writing</b>	Show consistency in proofreading and making simple revisions to their work,
<b>Writing</b>	Add taught suffixes (-ed, -ing, -est, - er) as well as (-ly, -ment -ness -ful -less) MOSTLY consistently and accurately.
<b>Handwriting</b>	Pupils write with a joined style and can form letters securely with the correct orientation



## Working Towards – Year 2

<b>Spoken Language</b>	Continue to respond appropriately and effectively to adults and peers.
<b>Spoken Language</b>	To read aloud their own work with appropriate intonation to make the meaning clear.
<b>Spoken Language</b>	Ask relevant questions to extend their understanding and knowledge.
<b>Spoken Language</b>	Speak audibly and fluently showing an increasing command of Standard English.
<b>Writing Transcription</b>	Discuss and clarify the new meaning of words, linking new meanings to known vocabulary.
<b>Writing Transcription</b>	Segment words into phonemes and understand how to represent these through graphemes, spelling many GPCs correctly.
<b>Writing Transcription</b>	Continue to consolidate alternative phoneme – grapheme correspondences and learn some words with each spelling. Including introducing homophones – reign/rain or tail/tale
<b>Writing Transcription</b>	Learn to spell the Year 2 Common Exceptions Words
<b>Writing Transcription</b>	Begin to use contracted forms MOSTLY accurately
<b>Writing Transcription</b>	Learning the singular possessive apostrophe (girl's book)
<b>Writing Transcription</b>	Distinguish between homophones (sea/see) and near homophones (quite/quiet)
<b>Writing Transcription</b>	Add suffixes to spell longer words, -ment, -ly, -ness -less
<b>Writing Transcription</b>	Write from memory simple dictated sentences that include words with taught GPCs, common exception words and taught punctuation.

<b>Writing Composition</b>	Pupils should be encouraged to develop a positive attitude and stamina towards writing.
<b>Writing Composition</b>	Write narrative about personal events and experiences of others (real and fictional)
<b>Writing Composition</b>	Write poetry and non - fiction texts
<b>Writing Composition</b>	Write for a wider range of purposes, with an introduction to texts that may be structured in different ways for example a nonfiction biography vs an information text.
<b>Writing Composition</b>	Planning what they want to write by jotting down key ideas and new vocabulary
<b>Writing Composition</b>	Encapsulate what they want to say by writing it down sentence by sentence coherently and effectively.
<b>Writing Composition</b>	Evaluate their writing with an adult or peer
<b>Writing Composition</b>	Make simple revisions, edits or corrections
<b>Writing Composition</b>	Reread their writing to check it makes sense and that verbs used to indicate time and tense are used MOSTLY correctly and consistently.
<b>Writing Composition</b>	Checking writing for grammar and punctuation, such as identifying the end of a sentence needs to be punctuated.
<b>Spelling</b>	At this stage, pupils spelling should be phonetically plausible and accurate - if not completely correct.
<b>Spelling</b>	Pupils should use GPCs for mono and multisyllabic words.
<b>Spelling</b>	Pupils should begin to use their knowledge of suffixes from word reading within their writing.
<b>Spelling</b>	Develop some knowledge of word and spelling structure (orthography) as well as root words.
<b>Spelling</b>	Use -ing, -ed, -er and -est where no change is need to spelling the root word.

<b>Grammar and Punctuation</b>	Continue to accurately and consistently use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
<b>Grammar and Punctuation</b>	Learn how to use both familiar and new punctuation correctly , including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
<b>Grammar and Punctuation</b>	Understand sentences with different forms: statement, command, question, exclamation.
<b>Grammar and Punctuation</b>	Use expanded noun phrases to describe and specify
<b>Grammar and Punctuation</b>	Use subordination (when, if, that or because) and coordination (and, or, but) to join clauses correctly.
<b>Handwriting</b>	Form capital letters of the correct size relative to one another
<b>Handwriting</b>	start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
<b>Working at ARE – Year 3</b>	
<b>Spoken Language</b>	To listen and respond appropriately and effectively to adults and peers.
<b>Spoken Language</b>	To ask relevant questions to extend their understanding and knowledge.
<b>Spoken Language</b>	Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings
<b>Spoken Language</b>	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

<b>Spoken Language</b>	Speak audibly and fluently with an increasing command of Standard English
<b>Spoken Language</b>	participate in discussions, presentations, performances, role play, improvisations and debates
<b>Writing Transcription</b>	Use further prefixes and suffixes, understanding how to add these. For example rules such as y to an i or doubling the last consonant if the last syllable is stressed.
<b>Writing Transcription</b>	Spell further homophones and near homophones*
<b>Writing Transcription</b>	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
<b>Writing Transcription</b>	Use the first two or three letters of a word to check its spelling in a dictionary
<b>Writing Transcription</b>	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
<b>Writing Composition</b>	Plan their writing by discussing model texts in order to understand the structure, vocabulary and grammar needed
<b>Writing Composition</b>	Plan their ideas by drafting and recording ideas, including new vocabulary
<b>Writing Composition</b>	Compose and rehearse sentences orally, including dialogue
<b>Writing Composition</b>	Begin to use paragraphs and organise these around a theme or topic
<b>Writing Composition</b>	In narratives, develop a description of characters, setting and plot and be able to identify these.
<b>Writing Composition</b>	In non - narratives, to use simple organisational devices such as headings and subheadings.
<b>Writing Composition</b>	Assess the effectiveness of their own and others' writing to suggest improvements
<b>Writing Composition</b>	Begin to identify where pronouns could be used instead of names to avoid repetition.

<b>Writing Composition</b>	Proofread their writing for spelling and punctuation errors
<b>Writing Composition</b>	Read aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so the meaning is clear
<b>Grammar and Punctuation</b>	Extend the range of sentences they use and develop understanding of sentence structure by using a wider range of conjunctions
<b>Grammar and Punctuation</b>	Begin to use inverted commas to punctuate speech
<b>Grammar and Punctuation</b>	Using adverbs (now, next, then, suddenly) and prepositions (next to, before) to express time and causation
<b>Grammar and Punctuation</b>	Begin to use fronted adverbials, punctuated correctly
<b>Handwriting</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
<b>Handwriting</b>	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

### **Working at Greater Depth**

<b>Writing</b>	Consistently use paragraphs to organise information around a topic
<b>Writing</b>	Consistently and accurately use fronted adverbials, punctuated with a comma
<b>Writing</b>	Express time, place and cause using conjunctions
<b>Grammar and Punctuation</b>	Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction MOSTLY correctly
<b>Grammar and Punctuation</b>	Standard English forms for verb inflections Use of inverted commas for direct speech

## Working Towards – Year 3

<b>Spoken Language</b>	To listen and respond appropriately and effectively to adults and peers.
<b>Spoken Language</b>	To ask relevant questions to extend their understanding and knowledge.
<b>Spoken Language</b>	Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings
<b>Spoken Language</b>	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
<b>Spoken Language</b>	Speak audibly and fluently with an increasing command of Standard English
<b>Spoken Language</b>	participate in discussions, presentations, performances, role play, improvisations and debates
<b>Writing Transcription</b>	Use further prefixes and suffixes, understanding how to add these. For example rules such as y to an i or doubling the last consonant if the last syllable is stressed.
<b>Writing Transcription</b>	Spell further homophones and near homophones*
<b>Writing Transcription</b>	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
<b>Writing Transcription</b>	Use the first two or three letters of a word to check its spelling in a dictionary
<b>Writing Transcription</b>	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
<b>Writing Composition</b>	Plan their writing by discussing model texts in order to understand the structure, vocabulary and grammar needed

<b>Writing Composition</b>	Plan their ideas by drafting and recording ideas, including new vocabulary
<b>Writing Composition</b>	Compose and rehearse sentences orally, including dialogue
<b>Writing Composition</b>	Begin to use paragraphs and organise these around a theme or topic
<b>Writing Composition</b>	In narratives, develop a description of characters, setting and plot and be able to identify these.
<b>Writing Composition</b>	In non - narratives, to use simple organisational devices such as headings and subheadings.
<b>Writing Composition</b>	Assess the effectiveness of their own and others' writing to suggest improvements
<b>Writing Composition</b>	Begin to identify where pronouns could be used instead of names to avoid repetition.
<b>Writing Composition</b>	Proofread their writing for spelling and punctuation errors
<b>Writing Composition</b>	Read aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so the meaning is clear
<b>Grammar and Punctuation</b>	Extend the range of sentences they use and develop understanding of sentence structure by using a wider range of conjunctions
<b>Grammar and Punctuation</b>	Begin to use inverted commas to punctuate speech
<b>Grammar and Punctuation</b>	Using adverbs (now, next, then, suddenly) and prepositions (next to, before) to express time and causation
<b>Grammar and Punctuation</b>	Begin to use fronted adverbials, punctuated correctly
<b>Grammar and Punctuation</b>	Begin to use fronted adverbials, punctuated correctly
<b>Handwriting</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

<b>Handwriting</b>	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
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Working at ARE – Year 4

<b>Spoken Language</b>	To listen and respond appropriately and effectively to adults and peers.
<b>Spoken Language</b>	To ask relevant questions to extend their understanding and knowledge.
<b>Spoken Language</b>	Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings
<b>Spoken Language</b>	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
<b>Spoken Language</b>	Speak audibly and fluently with an increasing command of Standard English
<b>Spoken Language</b>	Participate in discussions, presentations, performances, role play, improvisations and debates
<b>Spoken Language</b>	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
<b>Spoken Language</b>	Gain, maintain and monitor the interest of the listener(s)
<b>Spoken Language</b>	Consider and evaluate different viewpoints, attending to and building on the contributions of others
<b>Spoken Language</b>	Select and use appropriate registers for effective communication.
<b>Writing Transcription</b>	Use inverted commas and other punctuation to indicate direct speech
<b>Writing Transcription</b>	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition



<b>Writing Transcription</b>	Use fronted adverbials with the correct punctuation consistently and accurately
<b>Writing Transcription</b>	To express time, place and cause using conjunctions and prepositions
<b>Writing Transcription</b>	Standard English forms for verb inflections
<b>Writing Transcription</b>	Use of both singular and plural apostrophes to mark possession
<b>Writing Transcription</b>	Use verb tenses consistently and correctly throughout their writing
<b>Writing Transcription</b>	Use the range of punctuation taught at KS2 mostly correctly
<b>Spoken Language</b>	Gain, maintain and monitor the interest of the listener(s)
<b>Spoken Language</b>	Consider and evaluate different viewpoints, attending to and building on the contributions of others
<b>Spoken Language</b>	Select and use appropriate registers for effective communication.
<b>Writing Transcription</b>	Use inverted commas and other punctuation to indicate direct speech
<b>Writing Transcription</b>	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
<b>Writing Composition</b>	Write effectively for a range of purposes and audiences, selecting language that demonstrates good awareness of audience - such as direct address for persuasion
<b>Writing Composition</b>	In narratives, describe settings,, character and atmosphere
<b>Writing Composition</b>	Integrate dialogue in narratives to convey character and advance the action
<b>Writing Composition</b>	Use a range of devices to build cohesion (conjunctions, adverbials of time and place, pronouns, synonyms) across writing

<b>Writing Composition</b>	In non - narratives, to use simple organisational devices such as headings and subheadings.
<b>Writing Composition</b>	Assess the effectiveness of their own and others' writing to suggest improvements
<b>Writing Composition</b>	Proofread their writing for spelling and punctuation errors
<b>Writing Composition</b>	Read aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so the meaning is clear
<b>Grammar and Punctuation</b>	Use apostrophes for contraction and singular and plural possession accurately, demonstrating an awareness of how to use these
<b>Grammar and Punctuation</b>	Use standard English in spoken and written forms - those books instead of them books for example
<b>Spelling</b>	Develop an understanding of morphemes (a small group of letters with its own meaning) that can be added as a prefix or suffix to change the meaning of the word.
<b>Spelling</b>	Understand how suffixes may change the word class of a word and where a different suffix may need to be used.
<b>Spelling</b>	Use a dictionary consistently to correct spellings
<b>Handwriting</b>	Maintain legibility and diagonal/horizontal joins when writing at speed.
<b>Handwriting</b>	Identify where necessary edits and rewrites should be made to improve legibility.
<b>Working at Greater Depth</b>	
<b>Writing</b>	Understand how certain features of spoken language - colloquialisms, contracted forms and grammatical informality may be suitable for some texts and not others.
<b>Writing</b>	Relative clauses beginning with who, which etc

<b>Writing Transcription</b>	Use of modal verbs to suggest degrees of possibility
<b>Writing Transcription</b>	Brackets, dashes or commas to signify parenthesis
<b>Writing Transcription</b>	Use of commas to clarify meaning or avoid ambiguity

## Working Towards - Year 4

<b>Writing Transcription</b>	Use inverted commas and other punctuation to indicate direct speech
<b>Writing Transcription</b>	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
<b>Writing Transcription</b>	Use fronted adverbials with the correct punctuation consistently and accurately
<b>Writing Transcription</b>	To express time, place and cause using conjunctions and prepositions
<b>Writing Transcription</b>	Standard English forms for verb inflections
<b>Writing Transcription</b>	Use of both singular and plural apostrophes to mark possession
<b>Writing Transcription</b>	Use verb tenses consistently and correctly throughout their writing
<b>Writing Transcription</b>	Use the range of punctuation taught at KS2 mostly correctly
<b>Writing Transcription</b>	Use inverted commas and other punctuation to indicate direct speech
<b>Writing Transcription</b>	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
<b>Writing Composition</b>	Write effectively for a range of purposes and audiences, selecting language that demonstrates good awareness of audience - such as direct address for persuasion
<b>Writing Composition</b>	In narratives, describe settings,, character and atmosphere
<b>Writing Composition</b>	Integrate dialogue in narratives to convey character and advance the action

<b>Writing Composition</b>	Use a range of devices to build cohesion (conjunctions, adverbials of time and place, pronouns, synonyms) across writing
<b>Writing Composition</b>	In non - narratives, to use simple organisational devices such as headings and subheadings.
<b>Writing Composition</b>	Assess the effectiveness of their own and others' writing to suggest improvements
<b>Writing Composition</b>	Proofread their writing for spelling and punctuation errors
<b>Writing Composition</b>	Read aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so the meaning is clear
<b>Grammar and Punctuation</b>	Use apostrophes for contraction and singular and plural possession accurately, demonstrating an awareness of how to use these
<b>Grammar and Punctuation</b>	Use standard English in spoken and written forms - those books instead of them books for example
<b>Spelling</b>	Develop an understanding of morphemes (a small group of letters with its own meaning) that can be added as a prefix or suffix to change the meaning of the word.
<b>Spelling</b>	Understand how suffixes may change the word class of a word and where a different suffix may need to be used.
<b>Spelling</b>	Use a dictionary consistently to correct spellings
<b>Handwriting</b>	Maintain legibility and diagonal/horizontal joins when writing at speed.
<b>Handwriting</b>	Identify where necessary edits and rewrites should be made to improve legibility.
<b>Working at ARE - Year 5</b>	
<b>Spoken Language</b>	Gain, maintain and monitor the interest of the listener(s)

<b>Spoken Language</b>	Consider and evaluate different viewpoints, attending to and building on the contributions of others
<b>Spoken Language</b>	Select and use appropriate registers for effective communication.
<b>Spoken Language</b>	To listen and respond appropriately and effectively to adults and peers.
<b>Spoken Language</b>	To ask relevant questions to extend their understanding and knowledge.
<b>Spoken Language</b>	Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings
<b>Spoken Language</b>	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
<b>Spoken Language</b>	Speak audibly and fluently with an increasing command of Standard English
<b>Spoken Language</b>	Participate in discussions, presentations, performances, role play, improvisations and debates
<b>Spoken Language</b>	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
<b>Spoken Language</b>	Gain, maintain and monitor the interest of the listener(s)
<b>Spoken Language</b>	Consider and evaluate different viewpoints, attending to and building on the contributions of others
<b>Spoken Language</b>	Select and use appropriate registers for effective communication.
<b>Writing Transcription</b>	Accurately identify the audience and purpose fo the writing, selecting the correct form (style)
<b>Writing Transcription</b>	Use relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun

<b>Writing Transcription</b>	Indicate degrees of possibility using modal verbs
<b>Writing Transcription</b>	Select and use appropriate registers for effective communication.
<b>Writing Transcription</b>	Use cohesive devices such as conjunctions and connectives to link clauses and paragraphs
<b>Writing Transcription</b>	Link ideas across paragraphs using adverbials of time, place, tense choices and first, second and third person pronouns appropriately.
<b>Writing Transcription</b>	Use brackets, dashes or commas to indicate parenthesis
<b>Writing Transcription</b>	Use of commas to avoid ambiguity and add clarity
<b>Writing Composition</b>	Noting and developing initial ideas, drawing on reading and research where necessary
<b>Writing Composition</b>	in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
<b>Writing Composition</b>	Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
<b>Writing Composition</b>	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<b>Grammar and Punctuation</b>	Punctuate bullet points consistently and accurately
<b>Grammar and Punctuation</b>	Use a colon to introduce a list
<b>Grammar and Punctuation</b>	Use expanded noun phrases to convey complicated information concisely
<b>Grammar and Punctuation</b>	Use passive verbs to affect the presentation of information in a sentence
<b>Grammar and Punctuation</b>	Begin to use semi-colons, colons or dashes to mark boundaries between independent clauses

<b>Spelling</b>	Spell MOST Year 5 and 6 spelling words correctly
<b>Spelling</b>	Use further prefixes and suffixes and understand the guidance for adding them
<b>Spelling</b>	Spell some words with 'silent' letters [for example, knight, psalm, solemn]
<b>Spelling</b>	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
<b>Handwriting</b>	Maintain legibility and consistency when writing at speed
<b>Handwriting</b>	Make an decision about which letters should and shouldn't be joined in their own handwriting style to maintain legibility

### Working at Greater Depth

<b>Writing Composition</b>	Accurately use changes in time and place to guide the reader through the text.
<b>Writing Composition</b>	Independently use paragraphs to organise information logically and shape a non-fiction text effectively.
<b>Writing Composition</b>	Sustain and develop ideas within a paragraph, introducing it with a topic sentence.
<b>Writing Composition</b>	Close text with reference to its opening.
<b>Writing Composition</b>	Re-order sentences to create impact on the reader
<b>Writing Composition</b>	Use expanded noun phrases to add well thought out detail to their writing.
<b>Writing Transcription</b>	Use punctuation to clarify meaning of sentences - commas to mark phrases and clauses.
<b>Writing Transcription</b>	Use dialogue effectively and punctuate it accurately.



## Working Towards – Year 5 Targets

<b>Writing Transcription</b>	Accurately identify the audience and purpose for the writing, selecting the correct form (style)
<b>Writing Transcription</b>	Use relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun
<b>Writing Transcription</b>	Indicate degrees of possibility using modal verbs
<b>Writing Transcription</b>	Select and use appropriate registers for effective communication.
<b>Writing Transcription</b>	Use cohesive devices such as conjunctions and connectives to link clauses and paragraphs
<b>Writing Transcription</b>	Link ideas across paragraphs using adverbials of time, place, tense choices and first, second and third person pronouns appropriately.
<b>Writing Transcription</b>	Use brackets, dashes or commas to indicate parenthesis
<b>Writing Transcription</b>	Use of commas to avoid ambiguity and add clarity
<b>Writing Composition</b>	Noting and developing initial ideas, drawing on reading and research where necessary
<b>Writing Composition</b>	in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
<b>Writing Composition</b>	Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
<b>Writing Composition</b>	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<b>Grammar and Punctuation</b>	Punctuate bullet points consistently and accurately
<b>Grammar and Punctuation</b>	Use a colon to introduce a list

<b>Grammar and Punctuation</b>	Use passive verbs to affect the presentation of information in a sentence
<b>Grammar and Punctuation</b>	Begin to use semi-colons, colons or dashes to mark boundaries between independent clauses
<b>Spelling</b>	Use further prefixes and suffixes and understand the guidance for adding them
<b>Spelling</b>	Spell some words with 'silent' letters [for example, knight, psalm, solemn]
<b>Spelling</b>	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
<b>Handwriting</b>	Maintain legibility and consistency when writing at speed
<b>Handwriting</b>	Make an decision about which letters should and shouldn't be joined in their own handwriting style to maintain legibility

### **Working at ARE – Year 6 Targets**

<b>Spoken Language</b>	Gain, maintain and monitor the interest of the listener(s)
<b>Spoken Language</b>	Consider and evaluate different viewpoints, attending to and building on the contributions of others
<b>Spoken Language</b>	Select and use appropriate registers for effective communication.
<b>Spoken Language</b>	To listen and respond appropriately and effectively to adults and peers.
<b>Spoken Language</b>	To ask relevant questions to extend their understanding and knowledge.
<b>Spoken Language</b>	Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings
<b>Spoken Language</b>	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

<b>Spoken Language</b>	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
<b>Spoken Language</b>	Gain, maintain and monitor the interest of the listener(s)
<b>Spoken Language</b>	Consider and evaluate different viewpoints, attending to and building on the contributions of others
<b>Spoken Language</b>	Select and use appropriate registers for effective communication.
<b>Writing Transcription</b>	Continue to use further prefixes and suffixes and understand the rules for adding these such as differentiating between -cious or -tious
<b>Writing Transcription</b>	Accurately and consistently determine which of the homophones or near homophones they should use based on word meaning and context
<b>Writing Transcription</b>	Use orthographic patterns, morphology and etymology in spelling and understand that some words need to be explicitly learnt in order to be spelt correctly
<b>Writing Transcription</b>	Extend knowledge of silent letters in unfamiliar words or those rooted in another language
<b>Writing Transcription</b>	Use of the semi-colon, colon and dash to mark the boundary between independent clauses.
<b>Writing Transcription</b>	Use of the colon to introduce a list and use of semi-colons within lists.
<b>Writing Transcription</b>	Punctuation of bullet points to list information.
<b>Writing Transcription</b>	How hyphens can be used to avoid ambiguity.
<b>Writing Transcription</b>	Pupils should be taught the technical and other terms needed for discussing their writing, such as metaphor, simile, analogy, imagery, style and effect.

<b>Writing Composition</b>	Pupils can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing on what they have read to make stylistic, genre specific choices.
<b>Writing Composition</b>	Note and develop initial ideas, drawing on reading of different genres and subgenres to inform their understanding and structure.
<b>Writing Composition</b>	When writing narratives, considering how authors might develop characters and settings in what they have read, listened to or seen performed to inform their own choices.
<b>Writing Composition</b>	select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
<b>Writing Composition</b>	In narratives, describing settings, characters and <b>atmosphere</b> and integrate dialogue to convey character and advance the action
<b>Writing Composition</b>	précising longer passages
<b>Writing Composition</b>	Use a wide range of devices to build cohesion within and across paragraphs
<b>Writing Composition</b>	Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
<b>Writing Composition</b>	Assess the effectiveness of their own and others' writing and identify necessary uplevelling they could make to their own writing or suggest to a peer.
<b>Writing Composition</b>	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;
<b>Writing Composition</b>	Ensure the consistent and accurate use of tense throughout a piece of writing.

<b>Grammar and Punctuation</b>	Pupils can use the first three or four letters of a word to check its spelling, meaning or both in a dictionary.
<b>Grammar and Punctuation</b>	Accurately uses vocabulary and grammatical structures that reflect the level of formality required most of the time.
<b>Grammar and Punctuation</b>	Use modal and passive verbs mostly correctly.
<b>Grammar and Punctuation</b>	Uses layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.
<b>Grammar and Punctuation</b>	Punctuates bullet points to list information accurately.
<b>Grammar and Punctuation</b>	Uses inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and makes use of colons, dashes, semicolons and hyphens.
<b>Grammar and Punctuation</b>	Understands terminology such as subject, object, active/ passive voice, synonym, antonym, ellipsis.
<b>Grammar and Punctuation</b>	Apply a knowledge of linguistic terms, including those to describe grammar, so they can discuss their writing and reading
<b>Spelling</b>	Understand rules for plurals - es or s, f to v, os or oes
<b>Spelling</b>	Understand verb suffixes for future and present tense - ing and dropping e before adding ing
<b>Spelling</b>	Understand rules for adding -ly to change word classes and create adverbs

<b>Spelling</b>	Making an accurate attempt to decipher between and use ei or ie spellings
<b>Spelling</b>	Add -ive suffix accurately
<b>Handwriting</b>	Choose which shape of a letter to use when given choices and decide whether or not to join specific letters
<b>Handwriting</b>	Maintain a legible, cursive handwriting style when writing at length
<b>Handwriting</b>	Select a suitable implement to record with.

### Working at Greater Depth

Show evidence of effective and impactful writing across a range of different genres, purposes and audiences selecting the appropriate form, structure, characterisation and literary language.

Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.

#### **Informal: (STA Guidance 2017)**

##### Contracted forms

- Question tags
- Multi word verbs
- Passives using get
- Second person direct address to the reader
- Vernacular everyday language including idioms
- Features that replicate spoken language such as ellipsis, discourse markers and some non-standard forms

#### **Formal: (STA Guidance 2017)**

- Some modal verbs in certain grammatical structure
- The subjunctive
- Some use of abstract nouns, and noun phrases used at the subject of the verb
- Some passive constructions
- The person pronoun 'one'
- Vocabulary that is technical, or context/subject specific
- Nominalisation (use of nouns rather than verbs or adjectives)