



Year Group	COMPOSITION		TRANSCRIPTION	
	Vocabulary, Grammar, Punctuation	Writing Process	Spelling	Handwriting
<b>EYFS</b>	<p><i>EYFS follows a distinct curriculum with a holistic approach to activities and this is tailored to the specific context of every EYFS setting. We aim to provide experiences and learning which will enable the children to write in different contexts and for different purposes. They will form letters correctly and they will be increasingly aware of the conventions of writing, including grammar, punctuation and spelling. At St Joseph's school, we fully appreciate and recognise the relationship between children's reading and writing. Where possible, shared reading and writing is linked so children can be helped to improve their writing by learning from experienced and talented writers. We encourage pupils to be enthusiastic about reading and to teach them the skills they need in order to be able to continue to develop their reading with enjoyment and understanding.</i></p>			
<b>Year 1 Autumn</b>	<ul style="list-style-type: none"> <li>composes phrases and <b>sentences orally</b></li> <li>speaks in sentences</li> <li>shows an awareness of how <b>full stops</b> are used in writing or reading</li> <li>organises writing correctly (top to bottom, left to right)</li> <li>writing may need some mediation</li> </ul>	<ul style="list-style-type: none"> <li>sequences short narratives orally and pictorially based on real and fictional experiences</li> <li><b>says out loud what is going to be written about</b></li> </ul>	<ul style="list-style-type: none"> <li>vc <b>words</b></li> <li>cvc words (short and long vowels)</li> <li>words with adjacent consonants</li> <li>some CEW / HFW</li> <li><b>words ending ff ll ss zz ck</b></li> <li><b>words with the /ng/ sound (n before k)</b></li> <li><b>names the letters of the alphabet in order</b></li> </ul>	<ul style="list-style-type: none"> <li><b>sits correctly at the table and holds a pencil comfortably and correctly</b></li> <li>distinguishes between lower case letters and capital letters</li> </ul>
<b>Year 1 Spring</b>	<ul style="list-style-type: none"> <li><b>composes</b> phrases and <b>sentences orally</b> and attempts to replicate them in writing (little mediation needed)</li> <li><b>uses capital letters and full stops at times</b></li> <li>begins to use capital letters for names</li> <li>recognises basic <b>punctuation, question marks</b> and <b>exclamation marks</b> in print</li> <li>understands that <i>and</i> can join words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>begins to write short narratives based on real and fictional experiences</li> <li>includes a simple beginning, middle and end in writing</li> <li><b>discusses what they have written with the teacher or other pupils</b></li> </ul>	<ul style="list-style-type: none"> <li>words with consonant digraphs and some vowel digraphs/ trigraphs</li> <li>alternative vowel phonemes (/ay//ai//a_e/)</li> <li><b>new consonant spellings ph and wh</b></li> <li><b>words ending in -y</b></li> <li><b>majority of CEW / HFW</b></li> <li><b>begins to spell the singular plural of words</b></li> <li><b>divides words into syllables</b></li> </ul>	<ul style="list-style-type: none"> <li><b>uses knowledge of handwriting 'families' to begin to form letters correctly</b></li> <li><b>spaces evident between words</b></li> </ul>



<p><b>Year 1</b> <b>Summer</b></p>	<ul style="list-style-type: none"> <li>writes a sentence that makes sense using capital letters and full stops</li> <li><b>uses <i>and</i> to join words and clauses</b></li> <li><b>sequences sentences to form short narratives</b></li> <li><b>uses capital letters for names of people, places, days of the week and the personal pronoun <i>I</i></b></li> <li><b>begins to use question marks and exclamation marks in writing</b></li> <li>uses some descriptive language</li> </ul>	<ul style="list-style-type: none"> <li>writes short narratives based on real and fictional experiences</li> <li>uses a simple plan (e.g. storyboard, flowchart)</li> <li><b>re-reads what has been written to check it makes sense</b></li> <li>makes simple changes to writing where suggested</li> <li><b>reads aloud own writing clearly enough to be heard by peers and the teacher</b></li> </ul>	<ul style="list-style-type: none"> <li><b>compound words</b></li> <li><b>days of the week</b></li> <li>numbers to 20</li> <li><b>words ending in <i>tch</i></b></li> <li><b>plurals of nouns and verbs adding <i>-s</i> and <i>-es</i> to words</b></li> <li><b>verbs where no change is needed to the root word</b></li> <li><b>adding endings <i>-ing</i> <i>-ed</i> <i>-er</i></b></li> <li><b>adjectives where no change is needed to the root word</b></li> <li><b>adding <i>-er</i> and <i>-est</i></b></li> <li><b>words with the addition of the prefix <i>un-</i></b></li> <li><b>Y1 CEW / HFW</b></li> <li>phonetically plausible attempts of new words</li> </ul>	<ul style="list-style-type: none"> <li><b>begins to form lower case letters in the correct direction starting and finishing in the right place</b></li> <li><b>forms capital letters correctly</b></li> </ul>
<p><b>Year Group</b></p>	<p><b>COMPOSITION</b></p>		<p><b>TRANSCRIPTION</b></p>	
	<p><b>Vocabulary, Grammar, Punctuation</b></p>	<p><b>Writing Process</b></p>	<p><b>Spelling</b></p>	<p><b>Handwriting</b></p>
<p><b>Year 2</b> <b>Autumn</b></p>	<ul style="list-style-type: none"> <li>uses coordinating conjunctions (joining words) <i>and, or, but, so</i></li> <li>uses question marks and exclamation marks in writing</li> <li>uses simple <u>adjectives</u> for description</li> <li>understands and uses the terms <u>noun</u>, <u>verb</u> and adjective</li> </ul>	<ul style="list-style-type: none"> <li>uses basic layout conventions in different forms of writing</li> <li><b>plans out loud what is going to be written</b></li> <li>creates simple plans to support writing</li> <li>makes simple changes to writing where appropriate</li> <li><b>proof-reads own writing to check for basic errors</b></li> </ul>	<ul style="list-style-type: none"> <li><b>words with the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning of words</b></li> <li><b>words with the /r/ sound spelt <i>wr</i> at the beginning of words</b></li> <li><b>words with the /j/ sound spelt as <i>ge</i> and <i>dge</i> and <i>g</i></b></li> <li><b>words with the /s/ sound spelt <i>c</i> before <i>e i y</i></b></li> <li><b>adding <i>-ing, -ed, -er, -est, -y</i> to words ending in <i>e</i> with a consonant before it</b></li> <li>begins to select</li> </ul>	<ul style="list-style-type: none"> <li><b>forms lower case letters of the correct size relative to one another</b></li> </ul>



			correct GPCs in spelling	
Year 2 Spring	<ul style="list-style-type: none"> <li>begins to use subordinating conjunctions (joining words) <i>when, if, because, as</i></li> <li>begins to use <u>past</u> and <u>present tense</u> correctly</li> <li><b>uses commas in lists</b></li> <li><b>uses apostrophe for contraction</b></li> <li>understands and uses the term <u>adverb</u></li> <li>begins to use adverbs in writing</li> </ul>	<ul style="list-style-type: none"> <li><b>develops stamina</b> to write at increasing length</li> <li><b>writes down key ideas and words (inc. some new vocabulary drawn from listening to, and talking about, whole books to develop plans)</b></li> <li>considers word choice, grammar and punctuation</li> <li><b>re-reads own writing to check for sense, basic errors and meaning</b></li> <li><b>reads aloud writing with appropriate intonation to make meaning clear</b></li> </ul>	<ul style="list-style-type: none"> <li>words with contractions</li> <li>words ending in <i>-le, -el, -al and -il</i></li> <li>adding <i>-ies</i> to nouns and verbs ending in <i>y</i></li> <li>adding <i>-ed, -ing, -er, -est</i> to a root word ending in <i>y</i> with a consonant before it</li> <li>selects correct GPCs in spelling</li> <li>words with the suffix <i>-ly</i></li> <li>uses <i>-ly</i> to turn adjectives into adverbs</li> </ul>	<ul style="list-style-type: none"> <li>handwriting is legible with almost all lower case letters and capital letters accurately and consistently formed and of the correct size and orientation</li> </ul>
Year 2 Summer	<ul style="list-style-type: none"> <li>recognises and writes (grammatically correct) different types of sentences: <u>statements</u>, <u>questions</u>, <u>commands</u> and <u>exclamations</u></li> <li>understands and uses coordinating and subordinating conjunctions to construct and extend sentences</li> <li>uses the past and present tense correctly throughout writing inc. the progressive form</li> <li>uses capital letters for proper nouns accurately</li> <li>uses a range of punctuation almost always correctly – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular possession</li> </ul>	<ul style="list-style-type: none"> <li>writes narratives about personal experiences and those of others (real and fictional)</li> <li>writes for different purposes (including poetry)</li> <li>uses plans to support writing</li> <li>links ideas and events using strategies to create 'flow'</li> <li>evaluates the effective use of word choice, grammar and punctuation</li> <li>makes appropriate additions, revisions and corrections</li> <li>proof reads to check for errors in spelling, grammar and punctuation</li> <li>re-reads writing to check for correct and consistent tense</li> <li>evaluates writing with teachers and</li> </ul>	<ul style="list-style-type: none"> <li>uses phonic knowledge to spell simple monosyllabic and polysyllabic words</li> <li>Y2 CEW / HFW</li> <li>spells frequently used homophones / near homophones</li> <li>words using the possessive apostrophe (singular nouns)</li> <li>adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single letter after a short vowel</li> <li>words with the suffixes – <i>ment, -ness, -ful and -less</i></li> </ul>	<ul style="list-style-type: none"> <li>words are almost always appropriately and consistently spaced in relation to the size of the letters</li> <li>some diagonal and horizontal strokes are used to join letters</li> </ul>



	<ul style="list-style-type: none"> <li>uses expanded <b>noun phrases</b>, adjectives and adverbs for description and specification</li> </ul>	peers	<ul style="list-style-type: none"> <li>words ending in <b>-tion</b></li> <li>recognises own spelling errors and makes some attempt to correct these</li> <li><b>compound nouns</b></li> </ul>	
Year Group	COMPOSITION		TRANSCRIPTION	
	Vocabulary, Grammar, Punctuation	Writing Process	Spelling	Handwriting
Year 3 Autumn	<ul style="list-style-type: none"> <li>uses a wide range of <b>conjunctions</b> to join sentences and develop ideas</li> <li>varies sentence openers</li> <li><b>uses pronouns to avoid repetition</b></li> <li>uses a range of punctuation with increasing accuracy – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and <b>apostrophe for singular possession</b></li> <li><b>uses a or an according to whether the next word begins with a consonant or a vowel</b></li> <li>begins to select words for effect</li> </ul>	<ul style="list-style-type: none"> <li><b>begins to use paragraphs to group related material</b></li> <li>uses a range of planning strategies and tools</li> <li>becomes more aware of the audience and purpose of different types of writing</li> <li><b>discusses and records ideas</b></li> </ul>	<ul style="list-style-type: none"> <li>words with the <b>/ai/ sound spelt ei, eigh or ey</b></li> <li>words containing the <b>/u/ sound spelt ou</b></li> <li>adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single <b>consonant</b> preceded by a short <b>vowel</b> double the consonant before adding <b>ing</b>)</li> </ul>	<ul style="list-style-type: none"> <li>uses <b>diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left unjoined.</b></li> </ul>



<b>Year 3 Spring</b>	<ul style="list-style-type: none"><li>• begins to use apostrophe for plural possession</li><li>• begins to use inverted commas to punctuate direct speech</li><li>• understands main clauses</li><li>• selects words for effect to support purpose and engage readers' interests</li></ul>	<ul style="list-style-type: none"><li>• uses headings and sub-headings to aid presentation</li><li>• writes for a range of real purposes and audiences as part of their work across the curriculum</li><li>• reads aloud own writing using appropriate intonation</li></ul>	<ul style="list-style-type: none"><li>• the /i/ sound spelt <i>y</i> elsewhere than at the end of words</li><li>• possessive apostrophe with regular plural words</li><li>• words using prefixes; <i>un-</i>, <i>dis-</i>, <i>mis-</i>, <i>in-</i>, <i>im-</i>, <i>il-</i>, <i>ir-</i>, <i>re-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i></li><li>• formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></li></ul>	<ul style="list-style-type: none"><li>• handwriting is legible with almost all lower case letters and capital letters accurately and consistently formed and of the correct size and orientation</li></ul>
<b>Year 3 Summer</b>	<ul style="list-style-type: none"><li>• expresses time, place and cause using; conjunctions (e.g. <i>when, before, after, while, so, because</i>)</li><li>• adverbs (e.g. <i>then, next, soon, therefore</i>)</li><li>• prepositions (e.g. <i>before, after, during, in, because, of</i>)</li><li>• begins to understand subordinate clauses</li><li>• uses a range of punctuation accurately and effectively - full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction, apostrophe for singular possession and inverted commas for direct speech</li><li>• uses the present perfect form of verbs instead of the simple past</li><li>• uses a varied and rich vocabulary</li></ul>	<ul style="list-style-type: none"><li>• structures and organises writing with a beginning, middle and end across a range of text types</li><li>• uses texts similar to those that they are planning to write, to understand and learn from its structure</li><li>• assesses the effectiveness of own and others' writing</li><li>• proof reads for spelling, grammar and punctuation errors and self-corrects</li></ul>	<ul style="list-style-type: none"><li>• spells some words from the National Curriculum word list for Years 3 and 4</li><li>• begins to use a dictionary to check spellings</li><li>• can spell words using knowledge of word family</li></ul>	<ul style="list-style-type: none"><li>• words are almost always appropriately and consistently spaced in relation to the size of the letters</li><li>• some diagonal and horizontal strokes are used to join letters</li></ul>



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	Vocabulary, Grammar, Punctuation	Writing Process	Spelling	Handwriting
<b>Year 4 Autumn</b>	<ul style="list-style-type: none"> <li>understands the grammatical difference between plural and possessive <i>-s</i></li> <li>uses noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</li> </ul>	<ul style="list-style-type: none"> <li>uses appropriate choice of <b>pronoun/ noun</b> within and across sentences to aid cohesion</li> <li>proof reads for <b>spelling, grammar and punctuation errors</b> and self-corrects as the writing develops</li> </ul>	<ul style="list-style-type: none"> <li>further homophones and near homophones words using suffixes: <i>-ly, -ation, -ous</i></li> <li>words with endings sounding /shun/: <i>-tion, -sion, -ssion, -cian</i></li> <li>words ending with <i>-sure</i> and <i>-ture</i></li> </ul>	<ul style="list-style-type: none"> <li>writes with a legible and consistent handwriting style (e.g. by ensuring the down)</li> </ul>
<b>Year 4 Spring</b>	<ul style="list-style-type: none"> <li>becomes increasingly aware of subordinate clauses and experiments with their position in sentences</li> <li>uses <b>commas to demarcate fronted adverbials</b></li> <li>uses <b>Standard English when writing to ensure grammatical accuracy</b> (<i>I seen / I saw</i>)</li> <li>uses vocabulary which is appropriate to task, audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>attempts to make simple links between paragraphs</li> <li>plans effectively for a range of writing</li> <li>decisions about writing are based on awareness of audience and purpose</li> <li><b>proposes changes to grammar and vocabulary to improve consistency</b></li> <li><b>reads aloud their own writing to a group or the whole class, using appropriate intonation and controls the tone and volume so that meaning is clear</b></li> </ul>	<ul style="list-style-type: none"> <li>words with the /k/ sound spelt <i>ch</i> (Greek in origin)</li> <li>words with the /sh/ sound spelt <i>ch</i> (mostly French in origin)</li> <li>words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin)</li> <li>words with the /s/ sound spelt <i>sc</i> (Latin in origin)</li> </ul>	



<p><b>Year 4 Summer</b></p>	<ul style="list-style-type: none"> <li>uses subordinate clauses and fronted adverbials which are correctly punctuated using commas</li> <li>punctuates direct speech correctly, using commas after reporting clause and new speaker, new line</li> <li>identifies parts of speech (now including <u>possessive pronouns</u> and <u>determiners</u>)</li> <li>writes with grammatical accuracy</li> <li>uses a varied and rich vocabulary and a <b>wider range of conjunctions in an increasing range of sentence structures</b></li> <li>(simple, compound and complex)</li> </ul>	<ul style="list-style-type: none"> <li>creates settings, characters and plot in narratives</li> <li>writes non-narratives using appropriate organisational devices</li> <li>organises paragraphs around a theme</li> <li>discusses writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar</li> <li>assesses the effectiveness of their own and others' writing and suggests improvements</li> </ul>	<ul style="list-style-type: none"> <li>possessive apostrophes with irregular plurals</li> <li>spell words from the National Curriculum word list for Years 3 and 4</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	
<p><b>Year Group</b></p>	<p><b>COMPOSITION</b></p>		<p><b>TRANSCRIPTION</b></p>	
<p><b>Year 5 Autumn</b></p>	<p><b>Vocabulary, Grammar, Punctuation</b></p> <ul style="list-style-type: none"> <li>uses <u>relative clauses</u> with/without a <u>relative pronoun</u></li> <li>selects words for effect to support purpose and engage readers' interest</li> </ul>	<p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>begins to build paragraphs around a topic sentence</li> <li>demonstrates growing awareness of audience and purpose</li> <li>begins to develop characters and settings through selection of effective vocabulary</li> <li>summarises a paragraph</li> <li>considers the impact and effect of vocabulary and grammar choices when re-reading own and others' writing</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>uses a thesaurus</li> <li>words containing the letter-string <i>ough</i></li> <li>spells some words from the National Curriculum word list for Years 5 and 6</li> </ul>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>knows what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms</li> </ul>



<b>Year 5 Spring</b>	<ul style="list-style-type: none"><li>• uses <b>modal verbs</b> to indicate degrees of possibility</li><li>• uses <b>brackets, dashes and commas</b> to demarcate relative clauses</li><li>• uses a thesaurus to refine word choice</li></ul>	<ul style="list-style-type: none"><li>• links ideas across paragraphs using <b>adverbials of time</b> (e.g. <i>later</i>), <b>place</b> (e.g. <i>nearby</i>) and <b>number</b> (e.g. <i>secondly</i>) or <b>tense choices</b> (e.g. <i>he had seen her before</i>)</li><li>• selects appropriate formats and forms to suit audience and purpose</li><li>• <b>uses own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere</b></li><li>• edits own work and offers suggestions to others to improve the impact and effect of writing</li><li>• <b>proof reads own work for spelling and punctuation errors</b></li></ul>	<ul style="list-style-type: none"><li>• words with the /ee/ soundspelt <i>ei</i> after <i>c</i></li><li>• converting nouns or adjectives into verbs using <b>suffixes</b> (e.g. <i>-ate, -ise, ify</i>)</li><li>• <b>verb prefixes</b> (e.g. <i>dis-, de-, mis-</i>, <i>over-</i> and <i>re-</i>)</li></ul>	
<b>Year 5 Summer</b>	<ul style="list-style-type: none"><li>• uses <b>modal verbs and adverbs</b> to indicate degrees of possibility</li><li>• uses <b>brackets, dashes and commas</b> to indicate <b>parenthesis</b></li><li>• uses <b>commas</b> to clarify meaning or <b>avoid ambiguity</b></li><li>• chooses vocabulary to complement purpose</li></ul>	<ul style="list-style-type: none"><li>• <b>identifies the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own</b></li><li>• <b>uses devices to build cohesion</b> within and across paragraphs</li><li>• shows a growing awareness of how authors develop character and setting, including through the use of dialogue</li><li>• begins to précis longer passages</li><li>• makes effective changes when editing own and others' work</li></ul>	<ul style="list-style-type: none"><li>• spells some words from the National Curriculum word list for Years 5 and 6</li><li>• <b>uses the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</b></li><li>• <b>words ending in <i>-able</i> and <i>-ible</i></b></li><li>• <b>words ending in <i>-ably</i> and <i>-ibly</i></b></li></ul>	





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<b>Year 6 Autumn</b>	<ul style="list-style-type: none"> <li>identifies the <u>subject</u> and <u>object</u> within a sentence</li> <li>uses <b>colons</b> to introduce a list and <b>semicolons</b> within lists</li> <li>understands how words are related by meaning as <b>synonyms</b> and <b>antonyms</b></li> </ul>	<ul style="list-style-type: none"> <li>notes and develops initial ideas, drawing on reading and research where necessary</li> <li>uses further organisational and presentational devices to structure texts and guide the reader</li> <li>describes settings, character and atmosphere to good effect selecting appropriate vocabulary and grammar</li> <li>suggests changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>assesses the effectiveness of their own and others' writing</li> </ul>	<ul style="list-style-type: none"> <li>homophones and other words that are often confused</li> <li>uses a thesaurus efficiently and effectively</li> </ul>	<ul style="list-style-type: none"> <li>writes legibly and fluently and with increasingly efficient speed</li> <li>knows which letters join and which writing implement is best suited to a task</li> </ul>
<b>Year 6 Spring</b>	<ul style="list-style-type: none"> <li>knows the difference between the <u>active</u> and <u>passive</u> voice</li> <li>varies length, structure and subject of sentences to extend meaning and interest the reader</li> <li>punctuates <b>bullet points</b> consistently</li> <li>uses <b>hyphens</b> to avoid ambiguity</li> <li>uses expanded noun phrases to convey complicated information concisely</li> </ul>	<ul style="list-style-type: none"> <li>writes making conscious links to reading</li> <li>links ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as, <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis</li> <li>integrates dialogue to convey character and advance action</li> <li>precises longer passages</li> <li>evaluates own and others writing and edits as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>words with the ending /shus/ spelt <i>-cious</i> or <i>-tious</i></li> <li>words with the ending /shul/ spelt <i>-cial</i> or <i>-tial</i></li> <li>words with the endings <i>-ant, -ance/-ancy, -ent, -ence/-ency</i></li> <li>adding suffixes beginning with vowel letters to words ending in <i>-fer</i> (the r is doubled if the <i>-fer</i> is still stressed when the ending is added. The r is not doubled if the <i>-fer</i> is no longer stressed)</li> </ul>	



**Year 6  
Summer**

- **uses the passive voice to effect the presentation of information in a sentence**
- **uses colons, semi colons and dashes to mark boundaries between independent clauses**
- uses a full range of punctuation appropriately and effectively to vary pace/create atmosphere including ellipsis
- **demonstrates appropriate use of vocabulary and grammar to suit both formal and informal situations and recognises the subjunctive form**
- makes appropriate choices of grammar and vocabulary to clarify meaning including use of a thesaurus

- **writes for a range of purposes and audiences**
- uses suitable forms with appropriate features for different text types
- introduces, develops and concludes paragraphs appropriately
- **ensures the consistent and correct use of tense throughout a piece of writing**
- **uses drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning**
- **precises longer passages appropriately**
- **proof reads writing for wider audience to ensure accuracy of spelling and punctuation**

- **spells words from the National Curriculum word list for Years 5 and 6**
- **uses the full range of spelling rules and patterns as listed in English Programme of Study for Key Stage 1 and 2 accurately**
- **words using a hyphen to link a prefix to a root word**
- **words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)**