Clifford All Saints C of E Primary School Writing Progression

Intent

In all we do at Clifford All Saints Primary School, we are inspired by John 10:10; "life in all its fullness". We aim to provide our children with a rich, full curriculum which allows them the opportunities to enjoy all reading and writing has to offer. We look to provide our children with reading experiences that directly feed into their writing through high quality texts that are the focus of every piece of block of learning. We aim to create a positive reading and writing culture in school, where both are promoted, enjoyed and considered 'a pleasure' for all pupils

By the end of Year Six we intend our children to have developed a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word. We also intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to confidently use the essential skills of grammar, punctuation and spelling. We also want our children to have pride in their work and support them to develop a neat, confident, joined handwriting style. Our children are taught to write for a wide range of genres so that they develop an awareness of their audience therefore which also strengthens their abilities in speaking and listening.

Implementation

At Clifford All Saints, to help us to develop confident, enthusiastic writers who can express themselves in a variety of genres and context, our writing lessons are always linked to a high quality shared text.

We use the following process outlined below to support the planning and teaching of writing. To support our writing skills progression, we have looked at the National Curriculum and Pie Corbett's Talk for writing approach. Every year group has an outline for their taught curriculum that shows where skills from previous years have been consolidated.

 We follow the Letters and Sounds approach to teach phonics through the Big Cat Phonics books. Please see our Reading Curriculum Statement for more information on this approach. Early writing is taught through early mark making, then when the children begin Letters and Sounds phonics, they are taught the correct letter formations. This begins with writing (whether with a writing tool or in the air) cvc words, moving onto short sentences using the sounds they have been taught. EYFS children are encouraged to write independently during continuous provision. We use the same phonics program across the school providing continuity and a vehicle for guaranteed progression.

Spelling is an important skill both in and out of school. Spelling rules are explicitly taught in the classrooms as part of dictated sentences and through modelled and shared writing. There is an expectation that children will spend time at home learning their spellings. Spelling is taught daily in Key Stage 1, in Phonics lessons, and weekly in key Stage 2. Children who need additional support with spelling receive a variety of interventions that are tailored to address their gaps.

There is an expectation that grammar will be modelled and used correctly by all teachers. Within our writing skills progression, specific grammar objectives that will be taught in each year group are identified. We aim to ensure children see grammar and punctuation as part of the bigger picture of writing. Sometimes grammar and punctuation skills are taught discretely.

Around the school, there are displays of writing to encourage pride in work, give a purpose and audience and to show that work is valued. We use the Letter Join handwriting scheme and expect that children are maintain the same standard of writing across all subjects.
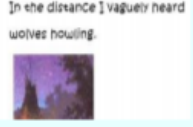
Impact

The aim of all at Clifford All Saints is that children will make good progress from their own personal starting points. By the end of Year Six, we aim for the children to be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our children will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and reading and be well equipped for the rest of their education.

Writing assessment is ongoing throughout every lesson and cross curricular lesson to help teachers with their planning, lesson activities, targeted pupil support and enable appropriate challenge for all children. Pupils are given feedback and next steps in order to personalise learning and provide the children with opportunities to edit and improve their own writing. Feedback may be written or verbal. Success Criteria are used throughout the writing process to support children to write and assess.

Teachers moderate pupils work in school and with other schools to ensure accurate assessments are made. The quality of writing in English and curriculum books is evaluated by learning walks, drop ins, pupil conferencing and work scrutinies. These inform future areas for improvement and the impact of new initiatives. The English subject leader provides an action plan for the subject and addresses areas for development and improvement which is then shared with all staff.

We track the progress our children are making across our curriculum using PITA (Point In Time Assessment) judgements. They provide an 'overview' statement relating to an individual's learning journey in relation to the writing objective being taught.

Ongoing assessment measures what the children have been taught so far in line with curriculum expectations and coverage. Our ongoing aim is to increase the percentage of children who meet age related expectations.

	Teaching sequence	Teachers:	Pupils:			
Read	• Real audience and purpose with a clear outcome. • Broad, rich and engaging reading curriculum. • Planned drama, speaking and listening opportunities.	Establish clear purpose and audience. Choose quality challenging texts. Model reading strategies, i.e. searchlights, inference and deduction, writer's use of language. (Assessment focuses). Make links between shared, guided and independent work. Start to unpick the writer's craft. Begin to gather ideas for writing	Enjoy reading a range of quality texts. Ask questions. Link to own experience. Visualise. Evaluate. Identify audience and purpose. Talk about how they are thinking and learning. Role play, improvise.			
Analyse	• Define features and characteristics of text/genre. • Agree and understand the success criteria.	Are secure in knowledge and understanding structure and features of text Prioritise which of text children learn – sentence, text, word. Provide interactive, investigate activities to meet learning intentions e.g. construct, classify.	Identify key features of text type/genre and agree success criteria. Practise using different features e.g. paired work constructing and varying sentences through speaking and listening activities.	Assessment for Learning	Dynamic and supportive writing environment	Talk
Plan	• Use the success criteria. • Planned drama, speaking and listening opportunities.	Provide stimulus for gathering ideas e.g. visual literacy, integrated technologies, drama activities.	Talk about ideas and begin to map them out on a plan e.g. writing skeleton, or story map. Refer to checklist of success criteria.			
Write	• Demonstration, teacher scribing and supported composition. • Self and peer assessment. • Use knowledge of reading to help compose and make informed choices in writing. • Structured, visual and dynamic Literacy environment.	Are secure in understanding and use of three shared writing techniques. Model the use of success criteria developed from analysis to inform and evaluate writing. Integrate word/sentence level with text level to exemplify their application. Provide stimuli and resources to support and enhance the writing process. Provide an element of choice.	Are fully aware of the purpose and audience and write accordingly. Develop a piece of writing over a number of sessions. Refer to success criteria, review their writing and edit in response. Respond to feedback.			
Review	• Clear feedback linked to success criteria. • Understand next steps in developing writing. • Reflect on outcome against audience and purpose.	Are effective in linking feedback to the success criteria. Are confident in identifying areas of success and those for development that will impact on raising the standard of writing, they can explain and set clear 'next steps'. Provide further opportunities to write in that particular genre setting up the audience and purpose.	Can reflect on their successes and areas for development. Can identify factors contributing to success and those causing barriers in their work. Are clear in their next steps in learning and engaged in addressing them. Are enthused by the challenge of using their knowledge to produce written work for a particular audience and purpose.			

Teaching a range of text types:

In our writing curriculum we recognise the importance of teaching children the features of a range of text types so they are able to use high quality examples to write their own at an age appropriate level. In Key stage 1, children will be exposed to a range of texts but they may not be a part of their written work.

Fiction	Non- Fiction	Poetry
Adventure Mystery Science Fiction Fantasy Historical fiction Contemporary fiction Dilemma Stories Dialogue, Play scripts, Film narratives Myths Legends Fairy tales Fables Traditional tales	Discussion texts Explanatory texts Instructional texts Persuasion texts Non-chronological reports Recounts	Free verse Visual poems Structured poems

For support in identifying and sharing the full range of text types please see this information from the National Literacy Trust:

https://www.thomastallisschool.com/uploads/2/2/8/7/2287089/guide_to_text_types_final-1.pdf

Reception

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*
Introduce:	**Introduce:**	**Introduce:**	**Introduce:**	**Introduce:**
Planning Tool –Story map /story mountain	**Simple sentences**	**Determiners** *the*	Finger spaces	Finger spaces
	Simple Connectives:	*a*	Full stops	Letter
Whole class retelling of story	*and*	*my*		
	who	*your*	Capital letters	Word
Understanding of beginning/ middle / end	*until*	*an*		
	but	*this*		Sentence
		that		
Retell simple 5-part story:	**Say a sentence, write and read it back to check it makes sense.**	*his*		Full stops
Once upon a time		*her*		
First / Then / Next		*their*		Capital letter
But		*some*		
So	**Compound sentences using**	*all*		Simile – 'like'
Finally,…..happily ever after	**connectives (coordinating conjunctions)**	**Prepositions:**		
	and / but	*up*		
Non-fiction:	-**'ly' openers**	*down*		
Factual writing closely linked to a story	*Luckily / Unfortunately,*	*in*		
Simple factual sentences based around a theme		*into*		
Names	**'Run'** - Repetition for rhythm: e.g.	*out*		
Labels	*He walked and he walked*	*to*		
Captions	**Repetition in description** e.g.	*onto*		
Lists	*a lean cat, a mean cat*	**Adjectives** e.g. *old, little, big, small, quiet*		
Diagrams		**Adverbs** e.g. *luckily, unfortunately, fortunately*		
Message		**Similes** – using 'like'		

Year 1

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Consolidate Reception list	**Consolidate Reception list** (See Connectives and Sentence Signposts doc.)	**Consolidate Reception list**	**Consolidate Reception list**	**Consolidate:**
Introduce:	**Introduce:**	**Introduce:**	**Introduce:**	**Finger spaces**
Fiction:	**Types of sentences:** Statements	**Prepositions:** *inside*	Capital Letters:	**Letter**
Planning Tools: Story map / story mountain (Refer to Story-Type grids)	Questions Exclamations	*outside* *towards* *across* *under*	***Capital letter for names***	**Word**
Plan opening around character(s), setting, time of day and type of weather	**Simple Connectives:** *and* *or* *but*	**Determiners:** *the a my your an this that his her their some*	***Capital letter for the personal pronoun I*** Full stops	**Sentence** **Full stops**
Understanding - beginning /middle /end to a story	*so* *because* *so that*	*all lots of many more those these*	Question marks	**Capital letter**
Understanding - 5 parts to a story:	*then* *that*	**Adjectives** to describe e.g. *The* **old** *house...*	Exclamation marks	Simile – 'like'
Opening *Once upon a time...*	*while* *when* *where*	*The* **huge** *elephant...*	Speech bubble	**Introduce:**
Build-up *One day...*	**Also as openers:** *While...* *When...*	**Alliteration** e.g. *dangerous dragon* *slimy snake*	Bullet points	**Punctuation**
Problem / Dilemma *Suddenly,../ Unfortunately,...*	*Where...* **-'ly' openers** *Fortunately,...Unfortunately, Sadly,...*	**Similes using as....as...** e.g. *as tall as a house* *as red as a radish*		**Question mark** **Exclamation mark** Speech bubble
Resolution *Fortunately,...*	**Simple sentences** e.g. *I went to the park.* *The castle is haunted.*	**Precise, clear language to give information** e.g.		Bullet points
Ending *Finally,....*	**Embellished simple sentences**	*First, switch on the red*		**Singular/ plural**

	using adjectives e.g. *The giant had an enormous beard.* *Red squirrels enjoy eating delicious nuts.*	button. *Next, wait for the green light to flash...*		Adjective Verbs
Non-fiction: **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)**	**Compound sentences** using connectives (coordinating conjunctions) and/or/ but/so e.g. *The children played on the swings* **and** *slid down the slide.*	*Regular* **plural noun suffixes** *–s or –es* *(e.g. dog, dogs; wish, wishes)*		Connective Alliteration Simile – 'as'
Planning tools: text map / washing line **Heading**	*Spiders can be small* **or** *they can be large.* *Charlie hid* **but** *Sally found him.* *It was raining* **so** *they put on their coats.*	**Suffixes** *that can be added to* **verbs** *(e.g. helping, helped, helper)*		
Introduction Opening factual statement **Middle section(s)** Simple factual sentences around a *them*	**Complex sentences:** **Use of 'who' (relative clause)** e.g. *Once upon a time there was a little old woman* **who** *lived in a forest.* *There are many children* **who** *like to eat ice cream.*	How the **prefix** *un–changes the meaning of* **verbs** *and* **adjectives** *(negation, e.g. unkind, or undoing, e.g. untie the boat)*		
Bullet points for instructions **Labelled diagrams**				
Ending Concluding sentence	**'Run' - Repetition for rhythm** e.g. *He walked and he walked and he walked.* **Repetition for description** e.g. *a lean cat, a mean cat* *a green dragon, a fiery dragon*			

(Band 6 in the Birmingham language and literacy toolkit)

End of Year 1 Non-Statutory Assessment – WTS							
Name:	A	B	C	D	E	F	Collection
The pupil can:							
• After discussion with the teacher, write simple sentences which can be read by self and others.							
• Use present and past tense **mainly** correctly and consistently in speech							
• **Some** correct use present and past tense in writing.							
• Some awareness of the use of full stops and capital letters.							
• Spell irregular words (I, no go, into ,the, to) **mostly** correctly and **some** Y1 common exception words.							
• Segment simple spoken words into phonemes and write the graphemes corresponding to those phonemes. (CVC (fox), CCVC (frog), CVCC (dogs))							
• Form **many** lower-case letters in the correct direction, starting and finishing in the right place..							
• Beginning to use spacing between words that reflects the size of the letters.							

(Band 7-8 in the Birmingham language and literacy toolkit)

End of Year 1 Non-Statutory Assessment – 'Y2 Ready'							
Name:	A	B	C	D	E	F	Collection
The pupil can:							
• After discussion with the teacher, write sentences that are sequenced to form a short narrative (real or fictional)							
• After discussion with the teacher, write sentences about real events.							
• Use co-ordinating conjunction 'and' to join **some** main clauses.							
• Use present and past tense **mainly** correctly and consistently							
• Demarcate **some** sentences in writing with capital letters and full stops. **Some** correct use of question marks when required.							
• Spell **many** Y1 common exception words and **some** Y2 common exception words							
• Segment spoken words into phonemes and represent these by taught **(phase 5)** graphemes, spelling **some** of these words correctly and making phonically-plausible attempts at others.							
• Form lower-case letters in the correct direction, starting and finishing in the right place.							
• Form lower-case letters of the correct size relative to one another in **some** writing.							
• Use spacing between words that **mainly** reflects the size of the letters							

(Band 8 in the Birmingham language and literacy toolkit)

End of Year 1 Non-Statutory Assessment – GD							
Name:	A	B	C	D	E	F	Collection
The pupil can:							
• Through discussion with the teacher, recognise that writing has many purposes and begin to identify what these are.							
• After discussion with the teacher, write sentences that reflect **some** of these different purposes.							
• Demarcate **most** sentences in writing with capital letters, full stops and use question marks correctly when required.							
• Add Y1 taught suffixes to spell **most** words correctly in writing							

Year 2

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Consolidate Year 1 list **Introduce:** **Fiction** **Secure use of planning tools:** Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids) **Plan opening around** character(s), setting, time of day and type of weather **Understanding 5 parts to a story with more complex vocabulary** **Opening** e.g. *In a land far away….* *One cold but bright morning…..* **Build-up** e.g. *Later that day* **Problem / Dilemma** e.g. *To his amazement* **Resolution** e.g. *As soon as* **Ending** e.g. *Luckily, Fortunately,* **Ending** should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.	**Consolidate Year 1 list** **Introduce:** **(See Connectives and Sentence Signposts doc.)** **Types of sentences:** Statements Questions Exclamations Commands **-'ly' starters** e.g. *Usually, Eventually, Finally, Carefully, Slowly, …* **Vary openers** to sentences **Embellished simple sentences using:** **adjectives** e.g. *The boys peeped inside the dark cave.* **adverbs** e.g. *Tom ran quickly down the hill.* **Secure use of compound sentences (Coordination) using** connectives: *and/ or / but / so* (coordinating conjunctions) **Complex sentences (Subordination) using:** **Drop in a relative clause:** **who/which** e.g.	**Consolidate Year 1 list** **Introduce:** **Prepositions:** *behind above along* *before between after* **Alliteration** e.g. *wicked witch* *slimy slugs* **Similes using…like…** e.g. *… like sizzling sausages* *…hot like a fire* **Two adjectives to describe the noun** e.g. *The scary, old woman…* *Squirrels have long, bushy tails.* **Adverbs for description** e.g. *Snow fell gently and covered the cottage in the wood.* **Adverbs for information** e.g. *Lift the pot carefully onto*	**Consolidate Year 1 list** **Introduce:** **Demarcate sentences:** Capital letters Full stops Question marks Exclamation marks **Commas** to separate items in a list **Comma** after –ly opener e.g. *Fortunately,….Slow ly,….* **Speech bubbles /speech marks for direct speech** ***Apostrophes to mark contracted forms in spelling*** e.g. *don't, can't*	<u>Consolidate:</u> **Punctuation** • **Finger spaces** • **Letter** • **Word** • **Sentence** • **Full stops** • **Capital letter** • **Question mark** • **Exclamation mark** • Speech bubble • Bullet points Singular/ plural Adjective Verb Connective Alliteration Simile – 'as'/ 'like' <u>Introduce:</u> **Apostrophe (contractions and singular possession)**

Non-Fiction **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)** **Introduce:** **Secure use of planning tools:** Text map / washing line / 'Boxing –up' grid **Introduction:** Heading Hook to engage reader Factual statement / definition Opening question **Middle section(s)** Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams **Ending** Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of **present tense** versus **past tense** throughout texts Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. *she is drumming, he was shouting*)	Sam, **who** was lost, sat down and cried. The Vikings, **who** came from Scandinavia, invaded Scotland. The Fire of London, **which** started in Pudding Lane, spread quickly. **Additional subordinating conjunctions:** *what/while/when/where/ because/ then/so that/ if/to/until* e.g. *While the animals were munching breakfast, two visitors arrived During the Autumn, **when** the weather is cold, the leaves fall off the trees.* **Use long and short sentences:** Long sentences to add description or information. Use short sentences for emphasis. **Expanded noun phrases** e.g. *lots of people, plenty of food* **List of 3 for description** e.g. *He wore old shoes, a dark cloak and a red hat.* *African elephants have long trunks, curly tusks and large ears.*	the tray. The river quickly flooded the town. **Generalisers for information, e.g.** Most dogs…. Some cats…. Formation of **nouns** using **suffixes** such as –ness, –er Formation of **adjectives** using **suffixes** such as –ful, –less (A fuller list of **suffixes** can be found in the spelling appendix.) Use of the **suffixes** –er and –est to form comparisons of **adjectives** and **adverbs**	*Apostrophes to mark singular possession* e.g. *the cat's name*	**Commas** for description **'Speech marks'** **Suffix** **Verb / adverb** **Statement** **question** **exclamation** **Command** (Bossy verbs) **Tense (past, present, future)** ie not in bold **Adjective / noun** **Noun phrases** Generalisers

(Band 9-10 in the Birmingham language and literacy toolkit)

End of key stage 1 statutory assessment – working towards the expected standard							
Name:	**A**	**B**	**C**	**D**	**E**	**F**	**Collection**
The pupil can, after discussion with the teacher:							
• write sentences that are sequenced to form a short narrative (real or fictional)							
• demarcate some sentences with capital letters and full stops							
• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others							
• spell some common exception words							
• form lower-case letters in the correct direction, starting and finishing in the right place							
• form lower-case letters of the correct size relative to one another in some of their writing							
• use spacing between words							

(Band 10-11 in the Birmingham language and literacy toolkit)

End of key stage 1 statutory assessment – working at the expected standard							
Name:	**A**	**B**	**C**	**D**	**E**	**F**	**Collection**
The pupil can, after discussion with the teacher:							
• write simple, coherent narratives about personal experiences and those of others (real or fictional)							
• write about real events, recording these simply and clearly							
• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required							
• use present and past tense mostly correctly and consistently							
• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses							
• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others							
• spell many common exception words							
• form capitals letters and digits of the correct size, orientation and relationship to one another and to lower-case letters							
• use spacing between words that reflect the size of the letters							

End of key stage 1 statutory assessment – working at greater depth within the expected standard							
Name:	A	B	C	D	E	F	Collection
The pupil can, after discussion with the teacher:							
• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing							
• make simple additions, revision and proof-reading corrections to their own writing							
• use the punctuation taught at key stage 1 mostly correctly							
• spell most common exception words							
• add suffixes to spell most words correctly in their writing (e.g. –ment, -ness, -ful, -less, -ly)							
• use the diagonal and horizontal strokes needed to join some letters							

Year 3

Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology

Consolidate Year 2 list
Introduce:
 	
Fiction
Secure use of planning tools:
Story map /story mountain / story grids /
'Boxing-up' grid
(Refer to Story-Type grids)
 	
Plan opening around character(s), setting,
time of day and type of weather
 	
Paragraphs to organise ideas into each
story part
 	
Extended vocabulary to introduce 5 story
parts:
Introduction –should include detailed
description of setting or characters
Build-up –build in some suspense towards
the problem or dilemma
Problem / Dilemma –include detail of
actions / dialogue
Resolution - should link with the problem
Ending – clear ending should link back to
the start, show how the character is
feeling, how the character or situation has
changed from the beginning.
 	
Non-Fiction
(Refer to Connectives and Sentence
Signposts document for Introduction and
	Consolidate Year 2 list
	Introduce:
	
	Vary long and short sentences:
	Long sentences to add description or
	information.
	Short sentences for emphasis and making
	key points e.g.
	Sam was really unhappy.
	Visit the farm now.
	
	Embellished simple sentences:
	Adverb starters to add detail e.g.
	Carefully, she crawled along the floor of the
	cave….
	Amazingly, small insects can….
	Adverbial phrases used as a 'where', 'when'
	or 'how' starter **(fronted adverbials)**
	A few days ago, we discovered a hidden
	box.
	At the back of the eye, is the retina.
	In a strange way, he looked at me.
	Prepositional phrases to place the action:
	on the mat; behind the tree, in the air
	
	Compound sentences (Coordination)
	using connectives:
	and/ or / but / so / for /nor / yet
	(coordinating conjunctions)
	
	Develop complex sentences
	(Subordination) with range of
		Consolidate Year 2
		list
		
		Introduce:
		
		Prepositions
		Next to by the side
		of
		In front of during
		through
		throughout
		because of
		
		Powerful verbs
		e.g. *stare, tremble,*
		slither
		
		Boastful Language
		e.g. *magnificent,*
		unbelievable,
		exciting!
		
		More specific /
		technical vocabulary
		to add detail
		e.g.
		A few dragons of
		this variety can
		breathe on any
		creature and turn it
		to stone
		immediately.
			Consolidate Year
			2 list
			Introduce:
			
			Colon before a
			list e.g. *What you*
			need:
			
			Ellipses to keep
			the reader
			hanging on
			
			Secure use of
			inverted commas
			for direct speech
			
			Use of commas
			after **fronted**
			adverbials (e.g.
			Later that day, I
			heard the bad
			news.)
				Consolidate:
				
				Punctuation
				• **Finger spaces**
				• **Letter**
				• **Word**
				• **Sentence**
				• **Statement**
				   question
				   exclamation
				   Command
				• **Full stops**
				• **Capital letter**
				• **Question mark**
				• **Exclamation mark**
				• Speech bubble
				• 'Speech marks'
				• Bullet points
				• **Apostrophe**
				   (contractions only)
				• **Commas for**
				   sentence of 3 -
				   description
				
				Singular/ plural
				Suffix
				
				Adjective / noun / Noun
				phrases Verb / adverb
				
				Bossy verbs
				Tense (past, present,

Endings)	subordinating conjunctions	*Drops of rain pounded on the corrugated, tin roof.*		future)
	(See Connectives and Sentence Signposts doc.)			Connective Generalisers
Introduce:				
Secure use of planning tools:	-**'ing' clauses as starters** e.g.	**Nouns formed from prefixes**		Alliteration
e.g. Text map, washing line, 'Boxing –up' grid, story grids	*Sighing, the boy finished his homework.*	e.g. *auto…*		Simile – 'as'/ 'like'
Paragraphs to organise ideas around a theme	*Grunting, the pig lay down to sleep.*	*super…anti…*		
Introduction				**Introduce:**
Develop hook to introduce and tempt reader in e.g.	**Drop in a relative clause using:** **who/whom/which/whose/** **that** e.g.	**Word Families based on common words**		• **Word family**
Who….? What….? Where….?	*The girl, **whom** I remember,*	e.g. *teacher –teach,*		• **Conjunction**
Why….? When….? How….?	*had long black hair.*	*beauty – beautiful*		• **Adverb**
Middle Section(s)	*The boy, **whose** name is George, thinks he is very brave.*			• **Preposition**
Group related ideas /facts into paragraphs	*The Clifton Suspension bridge, **which** was finished in 1864,is a popular tourist attraction.*			• **Direct speech**
Sub headings to introduce sections / paragraphs		**Use of determiners a or an according to whether next word begins with a vowel**		• **Inverted commas**
Topic sentences to introduce paragraphs				• **Prefix**
Lists of steps to be taken	**Sentence of 3 for description** e.g.	e.g. *a rock, an open box*		• **Consonant/Vowel**
Bullet points for facts Flow diagram	*The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.*			• **Clause**
Develop Ending Personal	* Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.*			• **Subordinate clause**
response Extra				• Determiner
information / reminders e.g. Information boxes/ Five Amazing Facts				• Synonyms
Wow comment	**Pattern of 3 for persuasion** e.g.			• Relative clause
Use of the perfect form of verbs to mark relationships of time and cause e.g. *I have written it down so I can check what it said.*	*Visit, Swim, Enjoy!*			• Relative pronoun
Use of present perfect instead of simple past. *He has left his hat behind,* as opposed to *He left his hat behind.*	**Topic sentences to introduce non-fiction paragraphs** e.g.			• Imperative
	Dragons are found across the world.			• Colon for instructions
	Dialogue –powerful speech verb			
	e.g. *"Hello," she whispered.*			

(Band 11-12 in the Birmingham language and literacy toolkit)

End of Year 3 Non-Statutory Assessment – WTS							
Name:	A	B	C	D	E	F	Collection
The pupil can:							
• The pupil can, after discussion with the teacher or through scaffolding, write sentences that are linked thematically, with meaning and purpose.							
• **Some** features of writing are appropriate to the selected task.							
• Simple adjectives used appropriately to describe.							
• **Some** evidence of use of speech in narratives.							
• Some attempt to organise and group related ideas together.							
• Use co-ordination (e.g. or/and/but) and **some** subordination (e.g. when/if/that/because) to join clauses.							
• Use present and past tense **mostly** correctly and consistently.							
• Demarcate **most** sentences in writing with capital letters and full stops, and use question marks correctly when required.							
• Spell **many** common exception words.							
• Segment spoken words into phonemes and represent these by graphemes, spelling **many** of these words correctly and making phonically-plausible attempts at others.							
• Spell correctly **some** words from the year 3 / year 4 spelling list.							
• Form capital letters and digits of the correct size, orientation and relationship to each other and to lower-case letters.							
• Use spacing between words that reflects the size of the letters.							
• Use the diagonal and horizontal strokes needed to join **some** letters.							

(Band 12 in the Birmingham language and literacy toolkit)

End of Year 3 Non-Statutory Assessment – 'Y4 Ready'							
Name:	A	B	C	D	E	F	Collection
The pupil can:							
• After discussion with the teacher, write for different purposes.							
• Features of writing **mainly** appropriate to the selected task.							
• In narratives, describe settings and characters.							
• **Some** use of expanded noun phrases to describe adding relevant and meaningful detail.							
• **Some** evidence of adjectives being used for precision, clarity and impact.							
• In narratives, **some** appropriate use of speech to convey character.							
• **Some** use of simple adverbials and pronouns to link sentences, sections or paragraphs.							
• Variation of sentence structure through use of sentences with more than one clause.							
• **Some** use of subordinating and co-ordinating conjunctions to join sentences with more than one clause (eg and, but, so, or, because, when, if.							
• Tense choice **mostly** consistent and grammatically accurate including use of present perfect tense where appropriate.							
• Capital letters and full stops consistently used accurately.							
• **Some** correct use of inverted commas.							
• Commas used correctly in lists.							
• Apostrophes for singular possession used **mostly** correctly.							
• Spelling KS1 common exception words correctly.							
• Spelling **many** words correctly* (year 3/4).							
• Letters are consistent in size and proportion with both letters and words evenly spaced.							
• Letters are joined using diagonal and horizontal strokes where appropriate.							

(Band 12 in the Birmingham language and literacy toolkit)

End of Year 3 Non-Statutory Assessment - GD							
Name:	A	B	C	D	E	F	Collection
The pupil can:							
• The pupil can write effectively and coherently for a range of purposes, drawing on their reading to inform the vocabulary and grammar of their writing							
• The pupil can recognise and talk about the audience of a particular text, drawing on some of its language features/vocabulary to inform thinking.							
• In discussion with teacher, show an awareness of audience and purpose through formal/ informal language choices.							
• Use the range of punctuation taught, correctly.	Full stops						
	Capital letters						
	Question marks						
	Exclamation marks						
	Apostrophes for singular possession						
	Commas in a list						
	Inverted commas to punctuate speech						

Year 4

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
Consolidate Year 3 list **Introduce:** **Secure use of planning tools:** e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids) **Plan opening using:** Description /action **Paragraphs:** to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma **Developed 5 parts to story** **Introduction** **Build-up** **Problem / Dilemma** **Resolution Ending** Clear distinction between resolution and ending. Ending should include reflection on events or the characters.	**Consolidate Year 3 list** **Introduce:** **Standard English for verb inflections instead of local spoken forms** **Long and short sentences:** **Long sentences** to enhance description or information **Short sentences** to move events on quickly e.g. *It was midnight.* *It's great fun.* **Start with a simile** e.g. *As curved as a ball, the moon shone brightly in the night sky.* *Like a wailing cat, the ambulance screamed down the road.* **Secure use of simple / embellished simple sentences** **Secure use of compound sentences** **(Coordination)** using coordinating conjunction *and / or / but / so / for / nor / yet (coordinating conjunctions)* **Develop complex sentences:** **(Subordination)** **Main and subordinate clauses** with range of	**Consolidate Year 3 list** **Introduce:** **Prepositions** *at underneath since towards beneath beyond* **Conditionals -** *could, should, would* **Comparative and superlative** adjectives e.g. *small...smaller...smallest* *good...better...best* **Proper nouns-** refers to a particular person or thing e.g. *Monday, Jessica, October, England* **The grammatical difference**	**Consolidate Year 3 list** **Introduce:** **Commas** to mark clauses and to mark off fronted adverbials **Full punctuation for direct speech:** Each new speaker on a new line Comma between direct speech and reporting clause e.g. *"It's late,"* gasped Cinderella! **Apostrophes** to mark singular and **plural possession** (e.g. *the girl's name, the boys' boots*) as opposed to s to mark a plural	**Consolidate:** **Punctuation** • Finger spaces • **Letter** • **Word** • **Sentence** • **Statement** question exclamation **Command** • **Full stops** • **Capital letter** • **Question mark** • **Exclamation mark** • Speech bubble • **'Speech marks'** • **Direct speech** • **Inverted commas** • Bullet points • **Apostrophe (contractions only)** • **Commas for sentence of 3 – description, action** • Colon - instructions **Singular/ plural** **Suffix/ Prefix** **Word family** **Consonant/Vowel**

	subordinating conjunctions. **(See Connectives and Sentence Signposts doc.)**	**between plural** and **possessive** –s		**Adjective / noun / noun phrase Verb / Adverb** Bossy verbs - imperative
Non-Fiction **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)** **Introduce:** **Secure use of planning tools:** Text map/ washing line/ 'Boxing –up' grid	**-'ed' clauses as starters** e.g. *Frightened, Tom ran straight home to avoid being caught.* *Exhausted, the Roman soldier collapsed at his post.*	Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were instead of we was, or I did instead of I done*)		**Tense (past, present, future)** Connective **Conjunction** **Preposition** **Determiner**/ generaliser **Clause** **Subordinate clause** Relative clause Relative pronoun
Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams	**Expanded -'ing' clauses as starters** e.g. *Grinning menacingly, he slipped the treasure into his rucksack.* *Hopping speedily towards the pool, the frog dived underneath the leaves.*			Alliteration Simile – 'as'/ 'like' Synonyms
Introduction **Middle section(s)** **Ending**	**Drop in –'ing' clause** e.g. *Jane, laughing at the teacher, fell off her chair.* *The tornedo, sweeping across the city, destroyed the houses.*			**Introduce:**
Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader	**Sentence of 3 for action** e.g. *Sam rushed down the road, jumped on the bus and sank into his seat.* *The Romans enjoyed food, loved marching but hated the weather.*			• **Pronoun** • **Possessive pronoun** • **Adverbial** • **Fronted adverbial** • **Apostrophe – plural possession**
Appropriate choice of pronoun or noun across sentences to aid cohesion	**Repetition to persuade** e.g. *Find us to find the fun* **Dialogue** - verb + adverb - *"Hello," she whispered, shyly.* Appropriate choice of **pronoun** or **noun** within a **sentence** to avoid ambiguity and repetition			

(Band 12-13 in the Birmingham language and literacy toolkit)

End of Year 4 Non-Statutory Assessment – WTS							
Name:	A	B	C	D	E	F	Collection
The pupil can:							
• After discussion with the teacher, the pupil can write for different purposes.							
• Features of writing **mainly** appropriate to the selected task.							
• **Some** use of expanded noun phrases to describe, adding relevant and meaningful detail.							
• In narratives, **some** appropriate use of speech to convey character.							
• Simple text structure with an attempt to organise related ideas into paragraphs.							
• Headings and sub-headings aid presentation where appropriate.							
• **Some** use of simple adverbials and pronouns to link sentences, sections or paragraphs.							
• Variation of sentence structure through use of sentences with more than one clause.							
• **Some** use of subordinating and co-ordinating conjunctions to join sentences with more than one clause (eg and, but, so, or, because, when, if).							
• Tense choice **mostly** consistent and grammatically accurate including use of present perfect tense where appropriate.							
• Capital letters and full stops consistently used accurately.							
• Spell **most** common exception words.							
• Segment spoken words into phonemes and represent these by graphemes, spelling **most** of these words correctly and making phonically-plausible attempts at others.							
• Spell correctly **many** words from the year 3 / year 4 spelling list.							
• Use the diagonal and horizontal strokes needed to join **most** letters.							
• Spelling KS1 common exception words correctly.							
• Spelling **most** words correctly* (year 3 / 4)							
• Letters are consistent in size and proportion with both letters and words evenly spaced.							
• Letters are joined using diagonal and horizontal strokes where appropriate.							

(Band 13 in the Birmingham language and literacy toolkit)

End of Year 4 Non-Statutory Assessment – 'Y5 ready'								
Name:		A	B	C	D	E	F	Collection
The pupil can:								
• Write effectively for a range of purposes								
• Features of text type or genre are appropriate for task e.g. layout, verb form and formality.								
• In narratives, describe settings and characters.								
• Use expanded noun phrases, adverbs and adjectives for precision, clarity and impact.								
• **Some** use of dialogue to convey character.								
• Use of fronted adverbials and pronoun referencing to link within and between paragraphs.								
• Variation of sentence structure through a range of openings (Fronted adverbials, subject reference and speech).								
• Using a range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause.								
• Capital letters, full stops, question marks and exclamation marks consistently used accurately. (Correct sentence boundary demarcation)	Full stops							
	Capital letters							
	Question mark							
	Exclamation marks							
• Apostrophes for singular and plural possession used **mainly** correctly.								
• Inverted commas used **mainly** correctly.								
• Commas used to mark fronted adverbials – **mainly** correctly.								
• Using different verb forms which are **mostly** accurate (present and past progressive, present perfect and ing verbs.								
• Spelling KS1 common exception words correctly.								
• Spelling **most** words correctly* (year 3/4.)								
• Letters are consistent in size and proportion with both letters and words evenly spaced.								
• Letters are joined using diagonal and horizontal strokes where appropriate.								

(Band 13-14 in the Birmingham language and literacy toolkit)

End of Year 4 Non-Statutory Assessment – Greater Depth									
Name:		A	B	C	D	E	F	Collection
The pupil can:									
• The pupil can write effectively for a range of purposes and audiences, drawing on their reading to inform the vocabulary and grammar of their writing									
• Distinguish between the language of speech and writing									
• Language choices demonstrate **some** awareness of audience in terms of formality and/or informality.									
• Use the range of punctuation taught, correctly.	Full stops								
	Capital letters								
	Exclamation mark								
	Question mark								
	Apostrophes for singular and plural possession								
	Inverted commas								
	Commas used to mark fronted adverbials and in a list								

Year 5

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
Consolidate Year 4 list **Introduce:** **Secure independent use of planning tools** Story mountain /grids/flow diagrams **(Refer to Story Types grids)** **Plan opening using:** Description /action/dialogue **Paragraphs:** Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. **Use 5 part story structure** Writing could start at any of the 5 points. This may include flashbacks **Introduction** –should include action / description -character or setting / dialogue **Build-up** –develop suspense techniques **Problem / Dilemma** –may be more than one problem to be resolved **Resolution** –clear links with dilemma **Ending** –character could reflect on events, any changes or lessons, look	**Consolidate Year 4 list** **Introduce:** **Relative clauses beginning with** *who, which, that, where, when, whose* or an omitted relative pronoun. **Secure use of simple / embellished simple sentences** **Secure use of compound sentences** **Develop complex sentences: (Subordination)** **Main and subordinate clauses** with full range of conjunctions: **(See Connectives and Sentence Signposts doc.)** **Expanded –ed clauses as starters** e.g. *Encouraged by the bright weather, Jane set out for a long walk.* *Terrified by the dragon, George fell to his knees.* **Elaboration of starters using adverbial phrases** e.g. *Beyond the dark gloom of the*	**Consolidate Year 4 list** **Introduce:** **Metaphor** **Personification** **Onomatopoeia** **Empty words** e.g. *someone, somewhere was out to get him* Developed use of **technical language** Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. –ate; –ise; –ify) **Verb prefixes** (e.g. dis–, de–, mis–, over– and re–)	**Consolidate Year 4 list** **Introduce:** **Rhetorical question** **Dashes** **Brackets/dashes/commas for parenthesis** **Colons** **Use of commas to clarify meaning or avoid ambiguity**	<u>Consolidate:</u> **Punctuation** • **Letter/ Word** • **Sentence** • **Statement question exclamation Command** • **Full stops/ Capitals** • **Question mark** • **Exclamation mark** • **'Speech marks'** • **Direct speech** • **Inverted commas** • **Bullet points** • **Apostrophe contractions/ possession** • **Commas for sentence of 3 – description, action** • Colon – instructions • **Parenthesis / bracket / dash** **Singular/ plural** **Suffix/ Prefix** **Word family** **Consonant/Vowel** **Adjective / noun / noun phrase**

forward to the future ask a question. **Non-Fiction** **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)** **Introduce:** **Independent planning** across all genres and application Secure use of range of layouts suitable to text. **Structure:** Introduction / Middle / Ending **Secure use of paragraphs:** Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader	*cave, Zach saw the wizard move.* *Throughout the night, the wind howled like an injured creature.* **Drop in –'ed' clause** e.g. *Poor Tim, exhausted by so much effort, ran home.* *The lesser known Bristol dragon, recognised by purple spots, is rarely seen.* **Sentence reshaping techniques** e.g. lengthening or shortening sentence for meaning and /or effect **Moving sentence chunks (how, when, where) around for different effects** e.g. *The siren echoed loudly ….through the lonely streets ….at midnight* **Use of rhetorical questions** **Stage directions in speech** (speech + verb + action) e.g. *"Stop!" he shouted, picking up the stick and running after the thief.* **Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)**			**Verb / Adverb** Bossy verbs - **imperative** **Tense (past, present, future)** **Conjunction** / Connective **Preposition** **Determiner**/ generaliser **Pronoun – relative**/ **possessive** **Clause** **Subordinate**/ relative **clause** **Adverbial** **Fronted adverbial** Alliteration Simile – 'as'/ 'like' Synonyms <u>**Introduce:**</u> • **Relative clause/ pronoun** • **Modal verb** • **Parenthesis** • **Bracket- dash** • **Determiner** • **Cohesion** • **Ambiguity** • Metaphor • Personification • Onomatopoeia • Rhetorical question

(Band 13-14 in the Birmingham language and literacy toolkit)

End of Year 5 Non-Statutory Assessment – WTS								
Name:		A	B	C	D	E	F	Collection
The pupil can:								
• The pupil can write for a range of purposes with appropriate use of scaffolds.								
• Features of text type or genre are appropriate for task e.g. layout, verb form and formality.								
• **Some** use of dialogue to convey character.								
• Use paragraphs to organise ideas around a theme.								
• Headings and sub-headings aid presentation where appropriate.								
• Use of fronted adverbials and pronoun referencing to link within and between paragraphs.								
• Variation of sentence structure through a range of openings (Fronted adverbials, subject reference and speech).								
• Using a range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause.								
• Using different verb forms which are **mostly** accurate (present and past progressive, present perfect and ing verbs).								
• Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction **mainly** correctly.	Capital letters							
	Full stops							
	Question marks							
	Commas for lists							
	Apostrophes for contraction							
• Spell **most** common exception words.								
• Spell correctly **many** words from the year 3 / year 4 spelling list, and **some** words from the year 5 / year 6 spelling list.								
• Letters are joined using diagonal and horizontal strokes where appropriate.								

(Band 14 in the Birmingham language and literacy toolkit)

End of Year 5 Non-Statutory Assessment – 'Y6 Ready'							
Name:	A	B	C	D	E	F	Collection
The pupil can:							
• Write for a range of purposes and audiences.							
• **Some** evidence of selecting vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).							
• In narratives, describe settings, characters and atmosphere.							
• **Some** use of adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.							
• Integrate dialogue in narratives to convey character and/or advance action.							
• Using **some** cohesive devices, including use of adverbials (time, place and number), within and across sentences and paragraphs.							
• Use of complex structures including the use of relative clauses. Sentence structures are varied throughout text.							
• Using a wider range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause.							
• Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.							
• Use the full range of punctuation taught in lower KS2 **mostly** correctly — Full stops							
Capital letters							
Exclamation mark							
Question mark							
Apostrophes for singular and plural possession							
Inverted commas							
Commas used to mark fronted adverbials and in a list							
• Inverted commas used **mostly** correctly.							
• **Some** correct use of punctuation for parenthesis.							
• Commas (clarify meaning and marking phrases and clauses).							
• Apostrophes for singular and plural possession used **mostly** correctly.							
• Spelling KS1 common exception words correctly.							
• Spelling **many** words correctly* (year 5/6).							
• Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.							

(Band 14-15 in the Birmingham language and literacy toolkit)

End of Year 5 Non-Statutory Assessment – Greater Depth								
Name:		A	B	C	D	E	F	Collection
The pupil can:								
• Write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader (e.g. first person in a diary; direct address in instructions and personal writing.)								
• Distinguish between the language of speech and writing and **sometimes** choose the appropriate register.								
• Writing shows some awareness of levels of formality although this may not be well managed.								
• Use the range of punctuation taught, correctly.	Full stops							
	Capital letters							
	Exclamation mark							
	Question mark							
	Apostrophes for singular and plural possession							
	Inverted commas							
	Commas (clarify meaning and marking phrases and clauses)							
	Punctuation for parenthesis () - ,							

Year 6

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
Consolidate Year 5 list	**Consolidate Year 5 list**	**Consolidate Year 5 list**	**Consolidate Year 5 list**	<u>Consolidate:</u>
Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan **Paragraphs -**Secure use of linking ideas within and across paragraphs Secure development of characterisation **Non-fiction: Secure** planning across non-fiction genres and application Use a variety of text layouts appropriate to purpose Use range of techniques to involve the reader –comments, questions, observations,	**Secure use of simple / embellished simple sentences** **Secure use of compound sentences** **Secure use of complex sentences: (Subordination)** **Main and subordinate clauses** with full range of conjunctions: **(See Connectives and Sentence Signposts doc.)** **Active and passive verbs to create effect and to affect presentation of information** e.g. **Active:** *Tom accidently dropped the glass.* **Passive:** *The glass was accidently dropped by Tom.* **Active:** *The class heated the water.* **Passive:** *The water was heated.*	Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. *said versus reported, alleged, or claimed in formal speech or writing)* How words are related as synonyms and antonyms e.g. *big/ large / little*	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a **sentence** than a comma. Use of colon to introduce a list and semi-colons within lists. **Punctuation** of bullet points to list information. How hyphens can be used to avoid ambiguity (e.g. *man eating shark versus man-eating shark, or recover versus re-cover)*	**Punctuation** • **Letter/ Word** • **Sentence** • **Statement** **question** **exclamation** **Command** • **Full stops/ Capitals** • **Question mark** • **Exclamation mark** • **'Speech marks'** • **Direct speech** • **Inverted commas** • **Bullet points** • **Apostrophe contractions/ possession** • **Commas for sentence of 3 – description, action, views/opinions, facts** • Colon – instructions • **Parenthesis** • **Bracket- dash** **Singular/ plural** **Suffix/ Prefix** **Word family** **Consonant/Vowel** **Adjective / noun / noun phrase**

rhetorical questions Express balanced coverage of a topic Use different techniques to conclude texts Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader Linking ideas across paragraphs using a wider range of **cohesive devices**: semantic **cohesion** (e.g. repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as on the other hand, in contrast, or as a consequence), and **elision** Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	**Developed use of rhetorical questions for persuasion** Expanded **noun phrases** to convey complicated information concisely (e.g. *the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day*) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *He's your friend, isn't he?*, or the use of the **subjunctive** in some very formal writing and speech) as in *If I were you*.			**Verb / Adverb** Bossy verbs - imperative **Tense (past, present, future)** **modal verb** **Conjunction** / Connective **Preposition** **Determiner**/ generaliser **Pronoun – relative**/ possessive **Clause** **Subordinate / relative clause** **Adverbial** **Fronted adverbial** Rhetorical question **Cohesion** **Ambiguity** Alliteration Simile – 'as'/ 'like' Synonyms Metaphor Personification Onomatopoeia <u>Introduce:</u> - **Active and passive voice** - **Subject and object** - **Hyphen** - **Synonym, antonym** - **Colon/ semi-colon** - **Bullet points** - **Ellipsis**

(Band 15 in the Birmingham language and literacy toolkit)

End of key stage 2 statutory assessment – working towards the expected standard							
Name:	**A**	**B**	**C**	**D**	**E**	**F**	Collection
The pupil can:							
• write for a range of purposes							
• use paragraphs to organise ideas							
• in narratives, describe settings and characters							
• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. heading, sub-headings, bullet points)							
• use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly							
• spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list							
• write legibly							

(Band 15-16 in the Birmingham language and literacy toolkit)

End of key stage 2 statutory assessment – working at the expected standard							
Name:	A	B	C	D	E	F	Collection
The pupil can:							
• 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)							
• in narratives, describe settings, characters and atmosphere							
• integrate dialogue in narratives to convey character and advance the action							
• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)							
• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs							
• use verb tenses consistently and correctly throughout their writing							
• use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)							
• spell correctly most words from the year 5 year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary							
• maintain legibility in handwriting when writing at speed							

End of key stage 2 statutory assessment – working at greater depth within the expected standard							
Name:	**A**	**B**	**C**	**D**	**E**	**F**	Collection
The pupil can:							
• 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 languages, characterisation, structure)							
• distinguish between the language of speech and writing and choose the appropriate register							
• exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this							
• use the range of punctuation taught at key stage 2 accurately, (e.g. semi-colons, dashes, colons and hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity							