

# Year 1 Teaching and Assessment Progression for Writing

## TRANSCRIPTION

Spell words containing each of the 40+ phonemes already taught

Names the letters of the alphabet in order

Writes from memory simple sentences dictated by the teacher (Inc. GPCs & CEWs)

APPRENTICE	COMPETENT	EXPERT
<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words that have been taught</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Use -ing and -ed, where no change is needed in the spelling of root words</p>	<p>Spell the days of the week</p> <p>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Begin to spell words using contracted forms</p>	<p>Can use the prefix un-</p> <p>Can add prefixes and suffixes using -er and -est where no change is needed in the spelling of root words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>

## HANDWRITING

Begins to form lower-case letters in the correct direction, starting and finishing in the right place

APPRENTICE	COMPETENT	EXPERT
<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p>		<p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</p>

## COMPOSITION & EFFECT

Writes sentences by (2) re-reading what has been written to check it makes sense

APPRENTICE	COMPETENT	EXPERT
<p>Say out loud what they are going to write about</p> <p>Discuss what they have written with the teacher or other pupils</p>	<p>Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary</p> <p>Select basic ideas and content linked to the purpose of a task</p>	<p>Re-read what they have written to check that it makes sense</p> <p>Use simple prepositions</p>

## TEXT STRUCTURE & ORGANISATION

Writes sentences by (1) sequencing sentences to form short narratives.

APPRENTICE	COMPETENT	EXPERT
<p>Has an awareness that ideas can be organised into a sequence</p>	<p>Sequence sentences to form short narratives</p>	<p>Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions</p>

## SENTENCE STRUCTURE

Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

APPRENTICE	COMPETENT	EXPERT
<p>Compose a sentence orally before writing it</p> <p>Write a simple sentence starting with a personal pronoun</p>	<p>Write a simple sentence starting with a noun/proper noun</p>	<p>Write a simple sentence with straight forward subject/verb agreement</p> <p>Write reliably formed simple and compound sentences</p>

## VOCABULARY, GRAMMAR & PUNCTUATION

Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences.

APPRENTICE	COMPETENT	EXPERT
<p>Leave spaces between words</p> <p>Use capital letter for names</p> <p>Use capital letter for the personal pronoun 'I'</p> <p>Begin to punctuate sentences using a capital letter and a full stop</p>	<p>Join words using 'and', 'but', 'so'</p> <p>Begin to punctuate sentences using a question mark</p> <p>Join clauses using 'and'</p> <p>Use a capital letter for days of the week</p>	<p>Begin to punctuate sentences using an exclamation mark</p> <p>Use simple noun phrases (adjective + noun)</p> <p>Understand and recognise singular and plural nouns</p> <p>Can use the following terminology: capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>

# Year 2 Teaching and Assessment Progression for Writing

## TRANSCRIPTION

Makes simple additions, revisions and corrections to writing by (3) learning new ways of spelling phonemes for which one or more spellings are already known; and learn some words with each spelling. Including a few common homophones.

APPRENTICE	COMPETENT	EXPERT
<p>Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known</p> <p>Spell common homophones</p> <p>Spell common exception words taught so far</p> <p>Add suffixes to spell longer words, including -ly</p>	<p>Use the possessive apostrophe (singular)</p> <p>Add suffixes to spell longer words, including -ful, -less (to create adjectives)</p> <p>Spell more words with contracted forms</p> <p>Distinguish between homophones and near-homophones</p>	<p>Add suffixes to spell longer words -ment, -ness</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>

## HANDWRITING

Writes capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters.

APPRENTICE	COMPETENT	EXPERT
<p>Form lower-case letters of the correct size relative to one another</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	

## COMPOSITION & EFFECT

Develops positive attitudes towards, and stamina for, writing, by writing for different purposes.

Makes simple additions, revision and corrections to writing by (1) proof-reading to check for errors in spelling, grammar and punctuation.

Makes simple additions, revisions and corrections to writing by (2) segmenting words into phonemes and representing these by graphemes, spelling many correctly.

APPRENTICE	COMPETENT	EXPERT
<p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>When planning, write down ideas and/or key words, including new vocabulary</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>Re-read to check that writing makes sense e.g. verb tense</p>	<p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</p> <p>Use adventurous vocabulary appropriate to task</p>	<p>Use a range of prepositions (behind, before, above, along)</p>

## TEXT STRUCTURE & ORGANISATION

Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence.

APPRENTICE	COMPETENT	EXPERT
<p>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</p> <p>Use brief opening and ending</p> <p>Appropriately sequences ideas</p>	<p>Link related sentences through the use of pronouns and adverbials where appropriate</p>	<p>Sustain person and tense throughout writing</p>

## SENTENCE STRUCTURE

Writes an appropriate mixture of both simple and compound sentences accurately.

APPRENTICE	COMPETENT	EXPERT
<p>Write questions (beginning with who/ what/ when/ where/ how etc)</p> <p>Write statements</p>	<p>Write exclamatory sentences starting with 'what' or 'how'.</p> <p>Write commands using the imperative form of a verb</p>	<p>Use sentences with different forms: statement, question, exclamation, command</p>

## VOCABULARY, GRAMMAR & PUNCTUATION

Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Use commas to separate items in a list.

Uses the suffixes *-er*, *-est* in adjectives and *-ly* to turn adjectives into adverbs.

Constructs subordination (using *when*, *if*, *that*, *because*) and co-ordination (using *or*, *and*, *but*).

Uses the correct choice and consistent use of present tense and past tense throughout a written piece.

APPRENTICE	COMPETENT	EXPERT
<p>Use capital letters, full stops, question marks and exclamation to demarcate sentences</p> <p>Use coordinating conjunctions (or/and/but)</p> <p>Write expanded noun phrases to describe and specify</p> <p>Use the present and past tenses correctly and consistently</p> <p>Use <i>-ly</i> to turn adjectives into adverbs - <i>slow</i> / <i>slowly</i></p> <p>Use subordinating conjunctions (<i>when</i> / <i>if</i> / <i>that</i> / <i>because</i>)</p>	<p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling</p> <p>Use the suffixes <i>-er</i>, <i>-est</i>, in adjectives</p> <p>Use the progressive form correctly and consistently e.g. <i>he was shouting</i>.</p>	<p>Use apostrophes to mark singular possession in nouns</p> <p>Form nouns using suffixes <i>-ness</i>, <i>-er</i> and by compounding e.g. <i>whiteboard</i>, <i>superman</i></p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</p> <p>Identify and use the term proper noun accurately</p>

# Year 3 Teaching and Assessment Progression for Writing

## TRANSCRIPTION

Explores and accurately uses word families based on common words e.g. fear, feared, fearful, fears, fearfully.

APPRENTICE	COMPETENT	EXPERT
<p>Use further prefixes and suffixes and understand how to add them. (Appendix 1)</p> <p>Spell words that are often misspelt. (Appendix 1)</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Form nouns using prefixes e.g. super, anti, auto</p> <p>Spell further homophones and understand their meanings</p>	<p>Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>

## HANDWRITING

Uses the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

APPRENTICE	COMPETENT	EXPERT
<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>Increase the legibility, consistency and quality of their handwriting</p>	

## COMPOSITION & EFFECT

In narratives, creates settings, characters and plot.

APPRENTICE	COMPETENT	EXPERT
<p>Writing is clear in purpose</p> <p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>When planning, discuss and record ideas</p>	<p>In narratives, creates settings, characters and plot</p> <p>Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'</p>	<p>Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation</p>

<p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p>		
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### TEXT STRUCTURE & ORGANISATION

Organises paragraph around a theme  
 Uses headings and sub-headings to aid presentation

APPRENTICE	COMPETENT	EXPERT
<p>Organise writing into logical chunks and write a coherent series of linked sentences for each</p> <p>Select nouns and pronouns to provide clarity for the reader</p> <p>Use simple organisational devices, e.g. headings and subheadings</p>	<p>Organise paragraphs around a theme</p> <p>Vary nouns and pronouns to avoid repetition</p>	<p>Uses varied nouns and pronouns for cohesion</p>

### SENTENCE STRUCTURE

Some sentence variation through sentence type (statement, question, exclamation, command), length and structure (simple, compound).

APPRENTICE	COMPETENT	EXPERT
<p>Draft and write an increasing range of sentence structures (simple and compound)</p> <p>Use some variation in sentence types (statement/ command/ question/ exclamation)</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)</p>	

### VOCABULARY, GRAMMAR & PUNCTUATION

Introduces inverted commas to punctuate direct speech.  
 Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel eg a rock, an open box  
 Uses the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play'  
 Proof reads for spelling and punctuation errors.  
 Expresses time, place and cause using conjunctions.

APPRENTICE	COMPETENT	EXPERT
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<p>Use subordinating conjunctions to express time, place and cause (when, before, after, while, so, because)</p> <p>Use adverbs, prepositions and prepositional phrases to express time, place and cause (before, after, during, in because of)</p> <p>Use adjectival and adverbial phrases to add detail to sentences.</p> <p>Use inverted commas to punctuate direct speech</p> <p>Know when to use 'a' and 'an'</p> <p>Proof-read for spelling and punctuation errors</p> <p>Use irregular simple past-tense verbs e.g. awake / awoke</p>	<p>Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Understand the term synonym and antonym</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>Use fronted adverbials</p> <p>Use commas after fronted adverbials</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted comma, collective noun</p>
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# Year 4 Teaching and Assessment Progression for Writing

## TRANSCRIPTION

Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

APPRENTICE	COMPETENT	EXPERT
<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Plural nouns of words ending in 'o'.</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>

## HANDWRITING

Increase the legibility, consistency and quality of their handwriting e.g. is able to maintain fluency of writing and has sufficient stamina for typical written tasks.

APPRENTICE	COMPETENT	EXPERT
<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Is able to maintain fluency of writing and has sufficient stamina for typical written tasks</p>	<p>Can correctly join letters in accordance with the school's agreed style</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	

## COMPOSITION & EFFECT

In narratives, creates settings, characters and plot.

APPRENTICE	COMPETENT	EXPERT
<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan their writing by discussing and recording ideas</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>In narratives, creates settings, characters and plot</p> <p>Writing is clear in purpose</p> <p>Use a varied and rich vocabulary</p>	<p>Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary</p> <p>Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)</p>	<p>Use figurative language such as similes, alliteration to build a picture in the readers head</p>

### TEXT STRUCTURE & ORGANISATION

Organises paragraphs around a theme.

APPRENTICE	COMPETENT	EXPERT
<p>Non-narrative material uses simple organisational devices</p> <p>Organise paragraphs around a theme</p> <p>Use paragraphs to signal a change of time, scene, action, mood or person</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause for cohesion</p>	<p>Openings and closings are clearly signalled and well developed</p> <p>Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences</p>	

### SENTENCE STRUCTURE

Draft and writes by composing and rehearsing sentences orally (including dialog), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

APPRENTICE	COMPETENT	EXPERT
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Compose and rehearse sentences orally (including dialogue)

Use an increasing range of sentence length and structure

Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

## VOCABULARY, GRAMMAR & PUNCTUATION

Proof-reads for spelling and punctuation errors.

Uses standard English forms for verb inflections instead of local spoken forms.

Uses fronted adverbials.

Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition.

Uses inverted commas and other punctuation to indicate direct speech.

### APPRENTICE

Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair

Understand the difference between plural and possessive -s

Distinguish between, common, collective, proper, pronoun and abstract nouns.

Proof-read for spelling and punctuation errors

Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

### COMPETENT

Standard English forms for verb inflections instead of local spoken forms

Use fronted adverbials followed by a comma

Use subordinate clauses to add detail and subordinate clauses to open some sentences.

Use the present perfect form of verbs in contrast to the past tense

Indicate possession by using the possessive apostrophe with plural nouns

### EXPERT

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial

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# Year 5 Teaching and Assessment Progression for Writing

## TRANSCRIPTION

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt.

APPRENTICE	COMPETENT	EXPERT
<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them e.g. - 'dis-', 'de-', 'mis-', 'over-' and 're'</p> <p>Spell some words with 'silent' letters</p>	<p>Continue to distinguish between homophones and other words which are often confused</p>

## HANDWRITING

Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letter.

APPRENTICE	COMPETENT	EXPERT
<p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>	<p>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</p>	

## COMPOSITION & EFFECT

Identified the audience for, and purpose of, the writing.  
 Selects the appropriate form and uses other similar writing as models for their own composition.  
 Described settings, characters and atmosphere.

APPRENTICE	COMPETENT	EXPERT
<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Identify audience for, and purpose of, the writing</p> <p>Select the appropriate form and use other similar</p>	<p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use expanded noun phrases to convey complicated information concisely</p>	<p>Editing sentences by either expanding or reducing for meaning and effect</p> <p>Content is balanced e.g. between action/ description/ dialogue, fact and comment</p>

<p>writing as models for their own</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p>	<p>In narratives, describe settings, characters and atmosphere</p> <p>Choose the appropriate register for the audience and purpose (formal or informal)</p> <p>Viewpoint is established and generally maintained</p> <p>Use figurative language such as similes, alliteration, metaphors and personification in poetry</p>	
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### TEXT STRUCTURE & ORGANISATION

Uses further organisational and presentational devices to structure text and to guide the reader (eg heading, bullet points, underlining). Uses devices to build cohesion within a paragraph (eg then, after that, this, firstly).

APPRENTICE	COMPETENT	EXPERT
<p>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p> <p>Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences</p>	<p>Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly)</p> <p>Linking ideas across paragraphs through tense choice (he had seen her before)</p>	<p>Use a wide range of devices to build cohesion within paragraphs</p>

### SENTENCE STRUCTURE

Sentence structure varied in line with the expectations of English Appendix 2.

APPRENTICE	COMPETENT	EXPERT
<p>Make deliberate choices of sentence length and structure for impact on the reader</p> <p>Use fronted prepositional phrases for greater effect: Throughout the stormy winter Far beneath the frozen soil</p>	<p>Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports</p>	<p>Use a wide range of clause structures, sometimes varying their position within the sentence</p>

## VOCABULARY, GRAMMAR & PUNCTUATION

*Proof-reads for spelling and punctuation errors.*

*Ensures the consistent and correct use of the tense throughout a piece of writing.*

*Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify).*

*Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must).*

*Uses commas to clarify meaning or avoid ambiguity.*

APPRENTICE	COMPETENT	EXPERT
<p><i>Proof-read for spelling and punctuation errors</i></p> <p><i>Use relative clauses beginning with who, which, where, when, whose, that</i></p> <p><i>Use commas to clarify meaning or avoid ambiguity in writing</i></p> <p><i>Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'</i></p> <p><i>Ensure correct subject and verb agreement when using singular and plural</i></p>	<p><i>Use brackets, dashes or commas to indicate parenthesis</i></p> <p><i>Use the perfect form of verbs to mark relationships of time and cause</i></p> <p><i>Use modal verbs or adverbs to indicate degrees of possibility</i></p> <p><i>Ensure the consistent and correct use of tense throughout a piece of writing</i></p>	<p><i>Use a colon to introduce a list</i></p> <p><i>Use semi colons, colons or dashes to mark boundaries between independent clauses</i></p> <p><i>Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i></p>

# Year 6 Teaching and Assessment Progression for Writing

## TRANSCRIPTION

Uses dictionaries to check the spelling and meaning of words.

APPRENTICE	COMPETENT	EXPERT
<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use a thesaurus</p> <p>Recognise how words are related by meaning as synonyms and antonyms</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters</p>	<p>Continue to distinguish between homophones and other words which are often confused</p>

## HANDWRITING

Sustains appropriate style and fluency throughout writing, including adapting to the purpose for writing e.g quick legible notes, formal jotters etc.

APPRENTICE	COMPETENT	EXPERT
<p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>	<p>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</p>	

## COMPOSITION & EFFECT

Identified the audience for, and purpose of, the writing.  
 Selects the appropriate form and uses other similar writing as models for their own composition  
 Ensures the consistent and correct use of tense throughout a piece of writing.  
 Can describe settings, characters and atmosphere.

APPRENTICE	COMPETENT	EXPERT
<p>Note and develop initial ideas, drawing on reading and research where necessary.</p>	<p>Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p>	<p>Manage shifts in levels of formality, sometimes within a text</p> <p>Select synonyms accurately for effect rather than as</p>

<p>Identify the audience for and purpose of the writing</p> <p>Select the appropriate form and use other similar writing as models for their own</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision</p>	<p>In narratives, describes setting, character and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Use figurative language such as similes, alliteration, metaphors and personification in a range of writing</p> <p>Selects verb forms for meaning and effect e.g. deliberate change of tense.</p>	<p>an alternative for an original word</p>
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### TEXT STRUCTURE & ORGANISATION

Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining).

APPRENTICE	COMPETENT	EXPERT
<p>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables</p>	<p>Draft and write by using a wide range of devices to build cohesion within paragraphs</p>	<p>Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis</p>

### SENTENCE STRUCTURE

Draws on a repertoire of sentence structures, including simple, compound and complex to, for example, expand ideas, convey key information, provide emphasis, detail and description.

APPRENTICE	COMPETENT	EXPERT
<p>Use a wide range of clause structures, sometimes varying their position within the sentence.</p> <p>Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse /</p>	<p>Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he?</p>	<p>Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If I were or Were they to come</p>

*the window in the greenhouse  
was broken*

## VOCABULARY, GRAMMAR & PUNCTUATION

Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in- enter).

Uses the passive voice to affect the presentation of information in a sentence (eg 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)')

Can use layout devices, such as heading, sub-headings, columns, bullets, or tables, to structure text

Uses the colon to introduce a list.

Punctuates bullet points to list information

Proof reads for spellings and punctuation errors.

APPRENTICE	COMPETENT	EXPERT
<p>Proof-read for spelling and punctuation errors</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or <i>with</i> an implied (i.e. omitted) relative pronoun</p> <p>Use correct subject and verb agreement when using singular and plural</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p>	<p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use a colon to introduce a list</p> <p>Punctuate bullet points consistently.</p> <p>Use hyphens to avoid ambiguity</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p>	<p>Use a semi colon within lists</p> <p>Use semi colons, colons or dashes to mark boundaries between independent clauses</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points.</p>