

Writing – Upper Key Stage Two

Progressive statements

Year Group	Spelling	Handwriting	Composition	Sentence	Word	Punctuation	Terminology
Year 5	<p>I can use further prefixes and suffixes and understand the guidance for adding them.</p> <p>I can spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>I can continue to distinguish between homophones and other words which are often confused.</p> <p>I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>I can use dictionaries to check the spelling and meaning of words.</p> <p>I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>I can write legibly and fluently.</p> <p>I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p>	<p>I can plan my writing by identifying the purpose.</p> <p>I can plan my writing using similar writing as models for my own.</p> <p>I can note and develop initial ideas for writing.</p> <p>I can select appropriate vocabulary when writing and understand how such choices can change and enhance meaning.</p> <p>In narratives I can describe settings, characters and atmosphere.</p> <p>I can use a wide range of devices to build cohesion within paragraphs [for example, <i>then, after that, this, firstly</i>]</p> <p>I can use further organisational and presentational devices to structure texts and to guide the reader [for example, headings, bullet points, underlining]</p> <p>I edit and evaluate my work by assessing the effectiveness of my own and others' writing.</p> <p>I can propose changes to vocabulary, grammar and punctuation to enhance effects.</p>	<p>I can use the perfect form of verbs to mark relationships of time and cause.</p> <p>I can use expanded noun phrases to convey complicated information concisely.</p> <p>I can indicate degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]</p> <p>I can use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun</p>	<p>I can convert nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>]</p> <p>I can recognise and use verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]</p>	<p>I can use commas to clarify meaning or avoid ambiguity in my writing.</p> <p>I can use brackets, dashes or commas to indicate parenthesis.</p> <p>I can punctuate bullet points consistently.</p>	<p>I can understand and use the terminology:</p> <p>modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity</p>

	I can use a thesaurus.		I can ensure the consistent and correct use of tense throughout a piece of writing.				
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Year 6	<p>I can use further prefixes and suffixes and understand the guidance for adding them.</p> <p>I can spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>I can continue to distinguish between homophones and other words which are often confused.</p> <p>I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>I can use dictionaries to check the spelling and meaning of words.</p> <p>I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>I can write legibly, fluently and with increasing speed.</p> <p>I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>I can choose the writing implement that is best suited for a task.</p>	<p>I can plan my writing by identifying the audience and purpose.</p> <p>I can select the appropriate form when planning and use similar writing as models for my own.</p> <p>I can note and develop initial ideas, drawing on reading and research where necessary.</p> <p>I can plan my narratives by considering how authors have developed characters and settings in what I have read, listened to or seen performed.</p> <p>I can select appropriate grammar and vocabulary when writing, understanding how such choices can change and enhance meaning.</p> <p>In narratives I can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>I can précis longer passages.</p> <p>I can link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis.</p> <p>I edit and evaluate my work by assessing the effectiveness of my own and others' writing.</p>	<p>I can use passive verbs to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>I can recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>	<p>I can understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>I can explain how words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>	<p>I can use a semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>I can use a colon to introduce a list and use semi-colons within lists.</p> <p>I can use hyphens to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>	<p>I can understand and use the terminology:</p> <p>subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points</p>

	I can use a thesaurus.		<p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I can ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>I can proof-read for spelling and punctuation errors.</p>				
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