

**Writing Band 1**

**Pupil's Name**.....

<b>Spelling</b>	<b>Handwriting</b>	<b>Composition</b>	<b>Vocabulary, grammar, punctuation</b>
<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Add prefixes and suffixes using the prefix un-</p> <p>Add prefixes and suffixes using –ed, -er and –est where no change is needed in the spelling of root words eg. helping, helped, helper, eating, quicker, quickest</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory single sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<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>	<p>Write sentences by saying out loud what they are going to write about</p> <p>Write sentences by composing a sentence before writing it</p> <p>Write sentences by sequencing sentences to form short narratives</p> <p>Write sentences by re-reading what he / she has written to check that it makes sense</p> <p>Discuss what he / she has written with the teacher or other pupils</p> <p>Read aloud his / her writing clearly enough to be heard by his / her peers and the teacher</p>	<p>Use regular plural noun suffixes -s or –es, eg. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun</p> <p>Use suffixes that can be added to verbs where no change is needed in the spelling of root words, eg. helping, helped, helper</p> <p>Understand how the prefix un- changes the meaning of verbs and adjectives, eg. negation for example unkind or undoing, untied the boat</p> <p>Understand how words can combine to make sentences</p> <p>Using joining words and join clauses using and</p> <p>Sequence sentences to form short narratives</p> <p>Separate words with spaces</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his / her writing</p> <p>Use a capital letter for names of people, places, the days of the week and the personal pronoun I</p>

**Writing Band 2**

**Pupil's Name**.....

<b>Spelling</b>	<b>Handwriting</b>	<b>Composition</b>	<b>Vocabulary, grammar, punctuation</b>
<p>Spell by segmenting spoken words into phonemes and representing 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, and learn some words with each spelling, including a few common homophones</p> <p>Spell by learning to spell common exception words</p> <p>Spell by learning to spell more words with contracted forms</p> <p>Spell by learning the possessive apostrophe (singular) eg. the girl's book</p> <p>Spell by distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly</p> <p>Apply spelling rules and guidance as listed in English Appendix 1</p> <p>Write from memory single sentences dictated by the teacher that include words, using the GPCs, common exception words and punctuation targets so far</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are the best left unjoined</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>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events to develop positive attitudes and stamina for writing</p> <p>Write for different purposes to develop positive attitudes and stamina for writing</p> <p>Consider what he / she is going to write before beginning by planning or saying out loud what he / she is going to write about</p> <p>Consider what he / she is going to write about before beginning by writing down ideas and / or key words, including new vocabulary</p> <p>Consider what he / she is going to write before beginning by encapsulating what he / she wants to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to his / he own writing by evaluate their writing with the teacher and other pupils</p> <p>Make simple additions, revisions and corrections to his / her own writing by re-reading to check that his / her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Make simple additions, revisions and corrections to his / her own writing by proof-reading to check it is punctuated correctly</p> <p>Read aloud what he / she has written with appropriate intonation to make the meaning clear</p>	<p>Form nouns using suffixes such as –ness, -er and by compounding eg. whiteboard, superman</p> <p>Form adjectives using suffixes such as –ful, -less</p> <p>Use suffixes –er, -est in adjectives and use –ly to turn adjectives into adverbs, eg. smoothly, softly, bigger, biggest</p> <p>Use subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Use expanded noun phrases for description and specification, eg. the blue butterfly, plain flour, the man in the moon</p> <p>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Make the correct choice and make consistent use of present tense and past tense throughout writing</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress, eg. she is drumming, he is shouting</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his / her writing</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns, eg. the girl's name</p> <p>Understand the following terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past and present) apostrophe, comma</p>

**Writing Band 3**

**Pupil's Name**.....

<b>Spelling</b>	<b>Handwriting</b>	<b>Composition</b>	<b>Vocabulary, grammar, punctuation</b>
<p>Use the prefixes un-, dis-, mis-, re- pre-</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable, eg. forgetting, preferred, gardening, limited</p> <p>Use the suffix –ly</p> <p>Spell words with endings sounding like ‘zh’ and ‘ch’, eg. treasure, measure, picture, nature</p> <p>Spell words with ending which sound like ‘zhun’ eg. division, decision</p> <p>Spell homophones brake / break, fair / fare, grate / great, groan / grown, here / hear / he'll, mail / male, main / mane, meat / meet, peace / piece, plain / plane</p> <p>Spell words that are often misspelt English Appendix 1</p> <p>Spell words containing the ‘i’ sound spelt ‘y’ elsewhere than at the end of words, eg. myth, gym</p> <p>Spell words containing the ‘u’ sound spelt ‘ou’ eg. young, touch, double</p> <p>Spell words with the ‘k’ sound spelt ‘ch’ eg. scheme, school, echo</p> <p>Spell words with the ‘sh’ sound spelt ‘ch’ eg. chef, machine</p> <p>Spell words with the ‘ay’ sound</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of his / her handwriting eg. by beginning to ensure that the downstrokes on letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>Plan his / her writing by discussing writing similar to that which he / she is planning to write in order to learn from its structure and vocabulary</p> <p>Plan his / her writing by discussing and recording ideas within a given structure</p> <p>Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentence structures from English Appendix 2</p> <p>Draft and write by organising writing into paragraphs as a way of grouping related materials</p> <p>Draft and write in narratives, creating setting, characters and plot</p> <p>Draft and write non-narrative material, using headings and sub-headings to organise texts</p> <p>Evaluate and edit by assessing the effectiveness of his / her own writing</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a / an, conjunctions, adverbs and prepositions</p> <p>Proof-read for spelling errors and punctuation – including full stop, apostrophe, comma, question mark, exclamation and inverted commas for speech</p> <p>Read his / her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Form nouns using a range of prefixes, eg. super-, anti-, auto-</p> <p>Use the forms a or an according to whether the next word begins with a consonant or a vowel, eg. a rock, an open box</p> <p>Identify word families based on common root words, eg. solve, solution, solver, dissolve, insoluble</p> <p>Express time, place and cause using conjunctions eg. when, before, after, while, so, because, adverbs eg. then, next, soon, therefore, or propositions eg. before, after, during, in, because of</p> <p>Begin to use paragraphs as a way of grouping related material</p> <p>Use headings and sub-headings to aid presentation</p> <p>Use the present perfect form of verbs instead of the simple past, eg. He has gone out to play contrasting with He went out to play</p> <p>Begin to use inverted commas to punctuate direct speech</p> <p>Understand the following terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct Speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)</p>

**Writing Band 4**

**Pupil's Name**.....

<b>Spelling</b>	<b>Handwriting</b>	<b>Composition</b>	<b>Vocabulary, grammar, punctuation</b>
<p>Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-</p> <p>Understand and add suffixes –ation, -ous</p> <p>Add endings which sound like ‘shun’ spelt –tion, -sion, -ssion, -cian, eg. invention, discussion, tension, magician</p> <p>Spell words beginning with the ‘g’ sound spelt ‘gue’ and the ‘k’ sound spelt ‘que’ eg. rogue, tongue, antique, unique</p> <p>Spell homophones accept / except, affect / effect, ball / bawl, berry / bury, knot / not, medal / meddle, missed / mist, rain / rein / reign, scene / seen, weather / whether, whose / who’s</p> <p>Spell more complex words that are often misspelt English Appendix 1</p> <p>Spell words with the ‘s’ sound spelt ‘sc’ eg. science, scene</p> <p>Place the possessive apostrophe accurately in words with regular plurals, eg. girls’, boys’ and in words with irregular plurals, eg. children’s</p> <p>Use the first three or four letters of a word to check its spelling in a dictionary</p> <p>Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far</p>	<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 his / her handwriting eg. by ensuring that the downstrokes on letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>Plan his / her writing by discussing writing similar to that which he / she is planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan his / her writing by discussing and recording ideas</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)</p> <p>Draft and write by organising paragraphs around a theme</p> <p>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose</p> <p>Draft and write non-narrative material, using simple organisational devices</p> <p>Evaluate and edit by assessing the effectiveness of his / her own and others’ writing and suggesting improvements</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</p> <p>Proof-read for spelling and punctuation errors, including the use of apostrophe for possession, speech punctuation and use of the comma for fronted adverbials</p> <p>Confidently read his / her own writing aloud to a group or whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Understands the grammatical difference between plural and possessive –s</p> <p>Use standard English forms for verb inflections instead of local spoken forms, eg. we were instead of we was, or I did instead of I done</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases, eg. the teacher expanded to: the strict teacher with curly hair</p> <p>Use fronted adverbials, eg. Later that day, I heard the bad news.</p> <p>Use paragraphs to organise ideas around a theme</p> <p>Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Use inverted commas and other punctuation to indicate direct speech, eg. a comma after the reporting clause; end punctuation within inverted commas: ‘The conductor shouted, Sit down!’</p> <p>Use apostrophes to mark plural possession, eg. the girl’s name, the girls’ name</p> <p>Use commas after fronted adverbials</p>

<b>Spelling</b>	<b>Handwriting</b>	<b>Composition</b>		<b>Vocabulary, grammar, punctuation</b>
<p>Spell word endings which sound like 'shush' spelt – cious or –tious, eg. vicious, delicious, ambitious, cautious</p> <p>Spell word endings which sound like 'shil' spelt –cial or –tial, eg. official, partial</p> <p>Spell words ending in –ant, -ance / -ancy, -ent, -ence / -ency eg. transparent / transparency, tolerant / tolerance</p> <p>Spell words containing the letter-string 'ough' eg. bought, rough, through, bough</p> <p>Spell some words with 'silent' letters eg. knight, psalm, solemn</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as word lists 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>Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for the task</p>	<p>Plan his / her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his / her own</p> <p>Plan his / her writing by noting and developing initial ideas, drawing on reading where necessary</p> <p>Plan his / her writing of narratives by considering how authors have developed characters and setting in what the class have read, listened to or seen performed</p> <p>Draft and write by selecting appropriate grammar and vocabulary including that within English Appendix 2</p> <p>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character</p> <p>Draft and write précising longer passages</p> <p>Draft and write by using devices to build cohesion within a paragraph, eg. then, after that, this, firstly</p> <p>Draft and write by linking ideas across paragraphs using adverbials of time, eg. later, place eg nearby and number, eg. secondly or tense choices, eg. he had seen her before</p>	<p>Draft and write by using further organisation and presentational devices to structure text and to guide the reader, eg. heading, bullet points, underlining</p> <p>Evaluate and edit by assessing the effectiveness of his / her own and others' writing</p> <p>Evaluate and edit by changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)</p> <p>Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing</p> <p>Proof-read for spelling errors linked to spelling statements for Year 5</p> <p>Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity</p> <p>Perform his / her own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>	<p>Convert nouns or adjectives into verbs using suffixes, eg. –ate; -ise; -ify</p> <p>Understand verb prefixes, eg. dis-, de-, mis-, over- and re-</p> <p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicate degrees of possibility using adverbs eg. perhaps, surely or modal verbs, eg. might, should, will, must</p> <p>Use devices to build cohesion within a paragraph eg. then, after that, this, firstly</p> <p>Link ideas across paragraphs using adverbials of time, eg. later, place eg. nearby and number eg. secondly or tense choices eg. he had seen her before</p> <p>use brackets, dashes or commas to indicate parenthesis</p> <p>use commas to clarify meaning or avoid ambiguity</p> <p>understand the following terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>

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<p>Add suffixes beginning with vowel letters to words ending in –fer eg. referring, preferred, referee, preference</p> <p>Use prefixes involving the use of a hyphen eg. co-ordinate, re-enter</p> <p>Distinguish between homophones and other words which are often confused (English Appendix 1)</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as word list in English Appendix 1</p> <p>Use a thesaurus with confidence</p>	<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 by choosing the writing implement that is best suited for a task</p>	<p>Plan his / her writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for his / her own</p> <p>Plan his / her writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Plan his / her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning</p> <p>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Draft and write by accurately precisising longer passages</p> <p>Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of word or phrase, grammatical connections and ellipsis</p>	<p>Draft and write by using organisational and presentational devices to structure text and to guide the reader, eg. headings, sub-headings, columns, bullets or tables</p> <p>Evaluate and edit by assessing the effectiveness of his / her own and others' writing with reasoning</p> <p>Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)</p> <p>Evaluate and edit by ensuring consistent and correct use of tenses throughout a piece of writing</p> <p>Evaluate and edit by ensuring 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>Proof-read for spelling errors linked to spelling statements for Year 6</p> <p>Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens</p> <p>Confidently perform his / her own compositions, using appropriate intonation, volume and movement so meaning is clear</p>	<p>Understand the difference between vocabulary typical of informal speech and vocabulary appropriate to formal speech and writing, eg. find out – discover; ask for – request; go in – enter</p> <p>Understand how words are related by meaning as synonyms and antonyms, eg. big, little, large</p> <p>Use the passive 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)</p> <p>Understand the difference between structures typical of informal speech and structures appropriate to formal speech and writing, eg. the use of question tags: He's your friend, isn't he? Or the use of subjunctive forms such as: 'If I were' or 'Were they to come' in some very formal writing and speech</p>	<p>Link ideas across paragraphs using a wider range of cohesive devices, repetition of a word or phrase, grammatical connections, eg. the use of adverbials such as on the other hand, in contrast or as a consequence, and ellipsis</p> <p>Use layout devices, eg. headings, sub-headings, columns, bullets or tables to structure text</p> <p>Use the semi-colon, colon and dash to mark the boundary between independent clauses, eg. It's raining; I'm fed up</p> <p>Use the colon to introduce a list and use of semi-colons within lists</p> <p>Use bullet points to list information</p> <p>Understand how hyphens can be used to avoid ambiguity, man eating shark versus man-eating shark, or recover versus re-cover</p> <p>Understand the following terminology: subject object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>