

PUPILS ARE BEGINNING TO MEET THE FOLLOWING AIMS WITH SUPPORT:						
	ASSESSMENT/DATE					
To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.						
To select appropriate grammar and vocabulary to match the purpose and audience of their writing.						
To describe settings, characters and atmosphere with increasing awareness of the reader.						
To begin to use dialogue to convey a character and advance the action.						
To use organisational and presentational devices that are relevant to the text type, eg headings, bullet points, underlining etc.						
To create paragraphs that are usually suitably linked (some transitions may be awkward).						
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.						
To use the full range of punctuation from previous year groups.						
To begin to use commas to clarify meaning or to avoid ambiguity.						
To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, eg later; place adverbials eg nearby; and number eg secondly.						
To begin to experiment with relative clauses with support and modelling.						
To begin to use some adverbs and modal verbs to indicate degrees of possibility eg surely, perhaps, should, might						
To spell some verb prefixes correctly eg de activate, over turn, mis conduct.						
To begin to convert nouns or adjectives into verbs using suffixes eg designate, classify, criticise						
To spell some complex homophones correctly eg affect/effect, practice/practise						
To spell some words correctly from the Y5/6 statutory spelling list.						
To write legibly, fluently and with increasing speed.						

PUPILS ARE BEGINNING TO INDEPENDENTLY APPLY THEIR KNOWLEDGE:						
	ASSESSMENT/DATE					
To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.						
To select appropriate grammar and vocabulary to match the purpose and audience of their writing.						
To describe settings, characters and atmosphere to consciously engage the reader.						
To use dialogue to convey a character and advance the action with increasing confidence.						
To select and use organisational and presentational devices that are relevant to the text type, eg headings, bullet points, underlining etc.						
To begin to proof-read work to precis longer passages by removing unnecessary repetition or irrelevant details.						
To create paragraphs that are usually suitably linked.						
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.						
To use the full range of punctuation from previous year groups.						
To begin to use commas to clarify meaning or to avoid ambiguity with increasing accuracy.						
To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, eg later; place adverbials eg nearby; and number eg secondly.						
To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that) eg Professor Scriffle, who was a famous inventor, had made a new discovery.						
To use brackets, dashes or commas to begin to indicate parenthesis.						
To use adverbs and modal verbs to indicate degrees of possibility, eg surely, perhaps, should, might etc.						
To spell some verb prefixes correctly eg de activate, over turn, mis conduct.						
To convert nouns or adjectives into verbs using suffixes eg designate , classify , criticise						
To spell some complex homophones correctly eg affect/effect, practice/practise						
To spell some words correctly from the Y5/6 statutory spelling list.						
To write legibly, fluently and with increasing speed.						

PUPILS ARE CONFIDENTLY AND INDEPENDENTLY ABLE TO APPLY THEIR KNOWLEDGE:						
	ASSESSMENT/DATE					
To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.						
To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.						
To regularly use dialogue to convey a character and advance the action..						
To proof-read work to precis longer passages by removing unnecessary repetition or irrelevant details.						
To consistently link ideas across paragraphs.						
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.						
To begin to perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.						
To use commas to clarify meaning or to avoid ambiguity.						
To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, eg later; place adverbials eg nearby; and number eg secondly.						
To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that) eg Professor Scriffle, who was a famous inventor, had made a new discovery.						
To use brackets, dashes or commas to begin to indicate parenthesis.						
To use a range of adverbs and modal verbs to indicate degrees of possibility, eg surely, perhaps, should, might etc.						
To spell most verb prefixes correctly eg de activate, over turn, mis conduct.						
To regularly convert nouns or adjectives into verbs using suffixes eg design ate , class ify , critic ise						
To spell most complex homophones correctly eg affect/effect, practice/practise						
To spell most words correctly from the Y5/6 statutory spelling list.						
To write legibly, fluently and with increasing speed.						