

Monksmoor Park CE Primary School

PROGRESSION IN WRITING

Progression of skills & knowledge

Contents:

Section 1: Intent & Implementation

Section 2: Units/genres studied

Section 3: Writing Progression by Strand

Section 4: Writing Progression by Year Group

Section 5: Impact



Intent:

At Monksmoor Park we believe children “should write because they love the shape of stories and sentences and the creation of different words on a page.” We feel strongly that “writing comes from reading, and that reading is the finest teacher of how to write.” (Annie Proulx) Therefore we place high-quality texts at the heart of our English teaching and provide plentiful opportunities to read and hear excellent models before children are asked to write.

We focus on developing confident writers that have a love for the writing process. Our aim is for children to understand how and why we write, including language choices, sentence structures and how writing can have an impact on the reader. Writing should be real. Through experiential learning and scaffolded approaches, children understand how to write for a variety of audiences. During their time at with us, children are exposed to a rich wealth of vocabulary and writing styles. Through this, they are able to develop their own style and become independent writers.

Implementation:

We follow The Write Stuff approach to writing. This teaching approach enables all learners, regardless of ability, to engage and access new learning. This approach to writing is taught from **Year 1 to Year 6**. Each term, classes focus on agreed units to ensure a coverage of fiction, non-fiction and poetry. Each unit results in an independent final piece being produced by every child.

"The Write Stuff" follows a method called "Sentence Stacking" which refers to the fact that sentences are stacked together chronologically and organised to engage children with short, intensive moments of learning that they can then apply to their own writing. An individual lesson is taught in 3 learning chunks. Each learning chunk has three sections:

- Initiate – a stimulus to capture the children’s imagination and set up a sentence.
- Model – the teacher closely models a sentence that outlines clear writing features and techniques.
- Enable – the children write their sentence, following the model.

Children may be challenged to ‘Deepen the Moment’ which requires them to independently draw upon previously learnt skills and apply them to their writing during that chunk.

Teaching of The Write Stuff is based upon “The Writing Rainbow” made up of three zones for writing:

FANTASTICS – Ideas for writing - offer 9 lenses with which to structure ideas and target children’s thinking. This supports children in developing variety in their writing by focussing on the vocabulary used, initiating ideas, provoking thoughts and igniting imaginations.

GRAMMARISTICS – Tools for writing - focus on the importance of accurate grammar where tools are taught and used immediately to help children develop fascination around language so that they can manipulate and carefully structure words into sentences.

BOOMTASTICS – Techniques for writing – help focus on the art of writing, using a range of literary devices and techniques to make careful choices, playing with language to add creativity and achieve impact on our reader, painting vivid pictures through our word choices.

Units/Genres Studied:

	Autumn Term	Spring Term	Summer Term
Year 1	<p><u>Fiction: Narrative</u> <i>The Train Ride</i> by June Crebbin</p> <p><u>Non-Fiction: Recount</u> <i>Our trip to the woods</i></p> <p><u>Poetry: List poem</u> <i>Firework night</i> by Andrew Collett</p> <p><u>Fiction: Science Fiction Narrative (4 weeks)</u> <i>The Way Back Home</i> by Oliver Jeffers</p>	<p><u>Non-Fiction: Non-chronological Report</u> <i>Toys of the past</i></p> <p><u>Poetry: Rhyming poem</u> <i>When I am</i> by Myself based on the poem 'When I Close my Eyes' by Eloise Greenfield.</p> <p><u>Fiction: Adventure Narrative</u> <i>The Queen's Hat</i> by Steve Antony</p>	<p><u>Non-Fiction: Travel Journal</u> <i>On Safari!</i></p> <p><u>Fiction: Traditional Tale</u> <i>Little Red Riding Hood</i> by Lari Don</p> <p><u>Fiction: Narrative</u> <i>Last Stop on Market Street</i> by Matt de la Pena</p> <p><u>Poetry: TBC</u></p>
	<p>SPAG content coverage:</p> <ul style="list-style-type: none"> Identify and use nouns, verbs, adjectives and adverbs Sentence structure Simple sentence punctuation including capital letters, spacing and full stops Use and punctuate questions Use conjunction "and" Using suffixes 's' and 'es' to indicate plurals Using exclamation sentences Time adverbials e.g next, after, then, later that day... 	<p>SPAG content coverage:</p> <ul style="list-style-type: none"> Revisit sentence structure and simple sentence punctuation Using verbs and adjectives Use and punctuate questions Use and punctuate exclamation sentences Use conjunctions "and" and "because" Using prefix 'un' Beginning to use speech 	<p>SPAG content coverage:</p> <ul style="list-style-type: none"> Use precise adjectives and verbs Use and punctuate questions Using command sentences Using conjunctions "and" and "because" Adding suffixes where no change to the root word is needed e.g. ing, er, ed, est
Year 2	<p><u>Fiction: Legend</u> <i>George and the Dragon</i> by Christopher Wormell</p> <p><u>Non-Fiction: Recount/Q+A</u> <i>Based on 'I am Neil Armstrong'</i> by Brad Meltzer</p> <p><u>Poetry: Free Verse</u> <i>Based on the poem 'If I Were in Charge of the World'</i> by Judith Viorst.</p> <p><u>Fiction: Animation Narrative</u> <i>My Christmas Star</i> by the BBC</p>	<p><u>Fiction: Adventure Narrative</u> <i>The Owl Who Was Afraid of the Dark</i> by Frank Jill Tomlinson</p> <p><u>Non-Fiction: Information Text</u> <i>Plants based on the book Our World in Pictures: Trees, Leaves, Flowers & Seeds: A visual encyclopedia of the plant kingdom</i></p> <p><u>Poetry: Humorous poetry</u> <i>based on the poem 'Bathroom Fiddler'</i> by Michael Rosen</p>	<p><u>Fiction: Fable</u> <i>The Crow's Tale</i> by Naomi Howarth</p> <p><u>Non-Fiction: Persuasive Letter</u> <i>The Day the Crayons Quit</i> – Oliver Jeffers</p> <p><u>Poetry: TBC</u></p>
	<p>SPAG content coverage:</p> <ul style="list-style-type: none"> Identify and use nouns, adjectives verbs, adverbs Compound words Noun phrases and expanded noun phrases Sentence forms inc. Questions, exclamations, statements and commands (and the relevant punctuation) Correct and consistent use of past and present tense <ul style="list-style-type: none"> including the progressive form of verbs Using conjunctions for subordination and coordination (inc if, so, because, when, that) Adverbial phrases Suffixes -er and -est 	<p>SPAG content coverage:</p> <ul style="list-style-type: none"> Noun phrases and expanded noun phrases Sentence forms inc. Questions, exclamations, statements and commands (and the relevant punctuation) Using conjunctions for subordination and coordination (inc. <i>because while that if and which so when</i>) commas to separate items in a list Apostrophes for contracted forms Apostrophes for possession Suffix - ful 	<p>SPAG content coverage:</p> <ul style="list-style-type: none"> Sentence forms inc. Questions, exclamations, statements and commands (and the relevant punctuation) Using conjunctions for subordination and coordination (inc when because also so but) commas to separate items in a list adding suffixes -ed -ful -less Time adverbials Inverted commas to punctuate speech adverbial phrases fronted adverbials prefix -dis

Year 3	<p><u>Fiction: Traditional Tale with a Twist</u> <i>The True Story of Three Little Pigs</i> by Jon Scieszka</p> <p><u>Non-Fiction: Instructions</u> <i>My strong mind</i></p> <p><u>Poetry</u> <i>Autumn is here</i></p> <p><u>Fiction: Adventure Narrative</u> <i>The Secret of Black Rock</i> by Joe Todd-Stanton</p> <p>SPAG content coverage:</p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions • Precise use of adjectives, adverbs, verbs, collective nouns • Questions inc. rhetorical questions • Prepositions • Adverbial phrases • Inverted commas to punctuate speech • Correct use of determiners (an/a) • Prefix -un • suffixes -er and -est for comparatives and superlatives • brackets • Using paragraphs as a way of grouping related material 	<p><u>Fiction: Suspense</u> <i>The Wolves in the Walls</i> by Neil Gaiman</p> <p><u>Non-Fiction: diary</u> The Journal of Iliona, A Young Slave based on the book Roman Diary: 1 (Diary Histories) by Richard Platt</p> <p><u>Poetry</u> <i>I Asked the Little Boy Who Cannot See</i></p> <p>SPAG content coverage:</p> <ul style="list-style-type: none"> • Precise use of adjectives, adverbs, verbs • Time adverbials (e.g. in the dead of night, under the blanket of darkness..) • Questions inc. rhetorical questions • Inverted commas to punctuate speech • Correct use of determiners (an/a) • Using paragraphs as a way of grouping related material • Subjunctive form • Relative clauses (using which) • Varying sentence lengths for impact • Prepositions • Expressing time, place and clause using conjunction (e.g. before, whilst, as) • Comparative conjunctions (while) • Past and present tense • Colons to separate independent clauses • Hyphenated words 	<p><u>Fiction: Myth</u> <i>Theseus and the Minotaur</i> retold by Hugh Lupton & Daniel Morden</p> <p><u>Non-Fiction: Explanation</u> <i>The Street Beneath My Feet</i> by Charlotte Guillain and Yuval Zommer</p> <p><u>Fiction: narrative</u> <i>Stone Age Boy</i> by Satoshi Kitamura</p> <p>SPAG content coverage:</p> <ul style="list-style-type: none"> • Precise use of adjectives, verbs and adverbs • Exclamation sentences • Questions • Inverted commas to punctuate speech • Using paragraphs as a way of grouping related material • Adverbial phrases/openers • Prepositions • Contrast conjunctions (e.g. whereas, however, conversely, despite) • Conditional sentences using if • Extending the range of sentences with more than one clause (inc. using who/which clauses) • Present perfect tense • Word families e.g. solve, solution, solver, dissolve
Year 4	<p><u>Fiction: Fantasy</u> <i>The Lost Thing</i> by Shaun Tan</p> <p><u>Non-Fiction: Newspaper</u> <i>The Creature</i></p> <p><u>Poetry</u> <i>The River</i> by Valerie Bloom</p> <p><u>Fiction: Adventure Narrative</u> <i>Journey</i> by Aaron Becker</p> <p>SPAG content coverage:</p> <ul style="list-style-type: none"> • Precise use of nouns, adjectives, verbs, adverbs • Fronted adverbials inc. use of commas • Extending the range of sentences with more than one clause by using a range of conjunctions • Complex sentences • Relative clauses • Using and punctuating direct speech • Apostrophes for possession • Formal and informal tone 	<p><u>Fiction: Story</u> <i>Float</i> by Daniel Miyares</p> <p><u>Non-fiction: Balanced Argument</u> <i>Should We Feed Animals In National Parks?</i> Based on the book <i>National Parks of the USA</i> by Chris Turnham</p> <p><u>Poetry</u> <i>Still I Rise</i> by Maya Angelou</p> <p>SPAG content coverage:</p> <ul style="list-style-type: none"> • Precise use of nouns, adjectives, verbs, adverbs and modal verbs • Fronted adverbials, adverbial phrases • Extending the range of sentences with more than one clause by using a range of conjunctions (inc. using subordinate conjunctions to show contrast) • Relative clauses • Using and punctuating direct speech (including quotes) • The difference between plural s and possessive -s • Noun phrases expanded by modifying adjectives, nouns and preposition phrases • The use of paragraphs to organise ideas around a theme • Using colons to introduce a list 	<p><u>Fiction: Science Fiction Narrative</u> <i>The Iron Man</i> by Ted Hughes</p> <p><u>Non-fiction: Diary</u> based on the book <i>'Secrets of a Sun King'</i> by Emma Carroll</p> <p><u>Non-fiction: Playscript</u> <i>Eyam – 'The Plague Village'</i></p> <p>SPAG content coverage:</p> <ul style="list-style-type: none"> • Precise use of nouns, adjectives, verbs, adverbs • Adverbial phrases • Noun phrases expanded by modifying adjectives, nouns and preposition phrases • Adverbial phrases inc time adverbials and fronted adverbials • Extending the range of sentences with more than one clause (inc. varying sentence lengths and complex sentences) • Using and punctuating direct speech • Brackets • Ellipsis

Year 5			
	SPAG content coverage:	SPAG content coverage:	SPAG content coverage:
Year 6			
	SPAG content coverage:	SPAG content coverage:	SPAG content coverage:

Writing Progression by Strand:

Purpose and Impact						
	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Write in an interesting, engaging or thoughtful way.	Write whole texts that are interesting, engaging or thoughtful.					
<p>Talk about the part of the story/event that is interesting.</p> <p>Add detail orally to a story or an event or an experienced event.</p> <p>Arrange writing going from left to right, top to bottom.</p>	<p>Form short narratives/retell short recounts.</p> <p>Use relevant words that are about my topic/story</p>	<p>Ideas are mostly suitable for a narrative.</p> <p>Sometimes the viewpoint is indicated by comments.</p> <p>Ideas are relevant for non-fiction e.g. informative points in a report, memories in a recount.</p>	<p>Develop multiple ideas in a story enriched with descriptive detail.</p> <p>Develop multiple ideas in non-fiction that are factual and precise.</p> <p>Express a basic viewpoint, an opinion or promote an idea e.g. I believe...</p>	<p>Ideas are developed in detail (e.g. stories: in-depth description, non-fiction: anecdotes, facts and reflections.)</p> <p>Point of view is maintained throughout the work.</p>	<p>Ideas are developed in narrative and in non-fiction.</p> <p>Point of view is clear and controlled with some elaboration.</p>	<p>Manipulates reader through the telling of a narrative e.g. Use of humour or controls the direction of nonfiction through a range of strategies e.g. persuasive devices.</p> <p>Convey a convincing viewpoint using the point of view of others to support or contrast writers own opinion</p>
Produce texts which are appropriate to reader and purpose.						
<p>Attempt writing for different purposes e.g. label, list</p> <p>Invent own compositions but writing might need mediation.</p>	<p>Know the purpose and the forms of some simple writing (labels, message, invitation).</p>	<p>Include the main features of a genre/text type.</p>	<p>Maintain the main features of a genre/text type.</p> <p>Content makes sense throughout the piece.</p>	<p>Include all the features of a genre/text type appropriately and consistently.</p> <p>Create narratives that create intrigue (e.g. suspense, cliff hangers) or non-fiction that is more complicated (e.g. contrasting ideas, opinions.)</p>	<p>Execute a text type/genre by including all features or adapt when required.</p> <p>Create more complicated narratives e.g. parallel plot, flashback, parody and more controlled non-fictions e.g. language choices support the purpose.</p>	<p>Choose style/genre features to maintain and challenge the reader's interest e.g. elaborate detail in narrative or succinctness in police report</p> <p>Adapt well known genres to create different effects e.g. fairytales with a twist depicting a new viewpoint</p>

Structure and Shape

	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Organise and present writing.	Organise and present whole texts effectively that sequence and structure information.					
<p>Include character names in narrative and basic topic words in non-fiction.</p> <p>Write phrases about areas of interest.</p> <p>Write simple sentences that can be read by others. .</p>	<p>Include familiar storytelling language e.g. Once upon a time, One day, The end.</p> <p>Order some events using number/time sequence indicators e.g. Then I had lunch.</p>	<p>Include enough information and description to interest the reader.</p> <p>Order writing using line breaks to show new ideas in narrative or use numbers in non-fiction.</p>	<p>Strategies used to create flow e.g. pronouns, cohesive phrases, references back to previous point.</p> <p>Begin to understand what a paragraph is and show ideas grouped together.</p>	<p>Structure and organise writing with a clear beginning, middle and end.</p> <p>Write sentences that are developed on from previous sentences to form a group of connected/related ideas.</p> <p>Start a new paragraph to organise ideas around a theme.</p>	<p>Structure and organise writing with pace in narrative and supporting evidence in non-fiction.</p> <p>Start new paragraphs to show changes in time, place, event or person.</p>	<p>Navigate a reader through a text in a logical, chronological way or subvert this e.g. flash forward, opposing viewpoint.</p> <p>Use a range of layout devices e.g. headings, sub-headings, columns, bullets, tables etc.</p>
Construct a cohesive piece with logical links/ breaks.						
	<p>Repeat key words to show meaning.</p>	<p>Group main ideas together.</p>	<p>Use headings and sub-headings to group ideas.</p> <p>Opening signalled in narrative and non-fiction e.g. Early one morning..., Whales are the largest sea creatures...</p> <p>Closing signalled in narrative and non-fiction e.g. Eventually..., Ultimately...</p>	<p>Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Openings signalled in narrative and non-fiction with content to capture reader's interest.</p> <p>Closings signalled in narrative that is dramatic or link back to opening and in non-fiction is strong/ draw conclusions</p>	<p>Use devices to build cohesion within paragraphs e.g. then, after that, this, firstly.</p> <p>Link ideas across paragraphs using a range of devices e.g. phrases that back reference previous points.</p>	<p>Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of word or phrase, use of ellipsis as a cliff-hanger at end of section.</p> <p>Apply paragraphs across a whole text to support the 'ease of engagement' for the reader.</p>

Sentence Structure

	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vary sentences for clarity, purpose and effect.						
<p>Use pictures to yield more meaning to words.</p> <p>Write simple words and phrases.</p>	<p>Write in simple phrases and clauses.</p> <p>Start sentences with the pronoun, 'I'.</p> <p>Start sentences with a name.</p> <p>Start sentences in a different way e.g. Naughty Goldilocks ate the porridge.</p>	<p>Use sentences with different forms e.g. statement, question, exclamation and command</p> <p>Ask questions to the reader.</p> <p>Write sentences with adventurous adjectives.</p> <p>Write long sentences.</p> <p>Write short sentences.</p> <p>Start sentences in different ways from a name or personal pronoun e.g. One bright morning...</p> <p>Include expanded noun phrases for description and specification e.g. The blue butterfly</p>	<p>Use one word in isolation to grab the reader's attention e.g. Stop!</p> <p>Add detail into descriptions e.g. precise words, descriptive noun phrases.</p> <p>Use prepositions that position in place/ environment e.g. in, on, behind, under</p>	<p>Ask rhetorical questions to heighten reader engagement e.g. Can we honestly believe...?</p> <p>Use more complicated noun phrases (expanded by modifying adjectives, nouns and preposition phrases) e.g. The strict geography teacher with slick, black hair.</p>	<p>Create different emphasis in sentences through word order and noun phrases.</p> <p>Mix short and long sentences to change, accelerate or show pace for reader.</p>	<p>Write informally or formally appropriate to genre/ text type.</p> <p>Vary the types of sentences within a piece across simple, compound and complex constructions.</p>

Tense

	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Use correct verb forms e.g. present; she is drumming, past; he was shouting.</p> <p>Apply correct tense across a piece of writing including progressive form to mark actions in progress e.g. they were jumping. The blue butterfly</p>	<p>Use the present perfect form of verbs, instead of simple past e.g. 'He has gone out to play' contrasted with 'He went out to play'</p>	<p>Use standard English verb inflections e.g. 'we were...', 'I did...' (instead of local spoken forms such as 'we was...', 'I done...').</p>	<p>Deploy tense choices that support cohesion by making links e.g. he had seen her before.</p> <p>Use modal verbs to show something is certain, probable or possible (or not) e.g. might, should, will, must</p>	<p>Use the subjunctive form of the verb to emphasise formality, urgency or importance e.g. The teacher insists that her pupils be on time.</p>
						<p>Passive Voice</p> <p>Use passive voice to affect the presentation of information in a sentence e.g. The window in the greenhouse was broken.</p>

Conjunctions/Complex Sentences

	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Add in joining words like 'and' when reading back writing.	Use 'and' to join two words together. Use 'and' to join two clauses together.	Write compound sentences that include co-ordination e.g. or, and, but. Write complex sentences that include subordination e.g. when, if, that, because.	Experiment with a widening range of conjunctions e.g. while, so, although.	Use a widening range of conjunctions e.g. while, so, although. Use more complicated conjunctions that set up contrast or relationships e.g. despite, nevertheless, consequently	Use relative clauses within complex sentences beginning with who, which, where, when, whose, that. e.g. Maisie, who was extremely tired, finished the race. Use verbs ending in 'ed' or 'ing' to start clauses to build complex sentences e.g. Mortified by what he saw, Harry fled the scene.	Use a range of complex construction strategies to build subordinating clauses with verb starts ending in 'ing', 'ed' or adverbs 'ly' followed by verbs, relative clauses and subordinating conjunction starts.

Writerly Techniques

	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Deploy poetic style to engage the reader.						
Add onomatopoeic sounds to pictures e.g. Wheeeeeeee! Crash!	Use onomatopoeic to grab the reader's attention e.g. Splash! Use alliteration to make the reading interesting e.g. The dark, deep cave.	Use rhyme for effect e.g. He was snoring and roaring. Use repetition in a basic way that follows story models e.g. run, run, as fast as you can.	Write sentences that use repetition of key words for impact e.g. He ran and ran. He ran until his bones ached. Use the word 'like' to build a simile e.g. Her eyes were like deep pools	Use the word 'as' to build a simile e.g. the train was as slow as a hearse. Use metaphor to create vivid images in the reader's mind.	Use pathetic fallacy to mirror and extend character's emotions e.g. (aspect of nature or weather reflects feeling.) Use pun to enhance the double meaning of language e.g. The cheetah, a predatory cheater of the jungle	Use personification to give human attributes to inanimate objects/things. Use symbolism as a recurring idea to emphasise a themed motif e.g. ongoing referencing to water.

Vocabulary						
	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Select appropriate and effective vocabulary.						
Use some 'yellow' ambitious vocabulary appropriately (See yellow Writing Progress Records).	Use simple speech - like words. Use some simple descriptive words (shape, colour, size, emotions). Use some 'blue' ambitious vocabulary (see blue Writing Progress Records).	Choose words appropriate to the writing. Construct sentences that include adjectives, adverbs and precise verbs. Use some 'purple' ambitious vocabulary (see purple Writing Progress Records)	Choose words because of the effect they will have on the reader. Use some 'red' ambitious vocabulary (see red Writing Progress Records).	Make language choices that are interesting and varied. Use some 'orange' ambitious vocabulary (see orange Writing Progress Records).	Some vocabulary choices are for effect or emphasis e.g. technical terminology, vivid language. Use some 'green' ambitious vocabulary (see green Writing Progress Records).	Use varied and precise vocabulary to create particular stylistic effects. Use some 'pink' ambitious vocabulary (See Pink Writing Progress Records).

Adverbs/Adverbial Phrases						
	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Begin sentences with an adverb/adverbial phrase and reposition in different places within the sentence e.g. 'ly' word, quickly	Use adverbs/adverbial phrases that position in time e.g. then next, soon, later that day, as dawn broke. Use adverbs/adverbial phrases that build a relationship or 'cause' e.g. therefore, as a result.	Use 'where' adverbial phrases in fronted position in sentences e.g. At the seaside, Janice fed the seagulls. Use 'how' 'ly' adverbs and '___ing' adverbial phrases in fronted position in sentences e.g. Rushing against the clock, Jack knew it would be difficult	Indicate degree of possibility using adverbs e.g. perhaps, surely. Use a range of adverbs to link ideas: adverbs of time e.g. later, adverbs of place e.g. nearby and number e.g. secondly.	Use more complicated adverbial phrases to link ideas e.g. on the other hand, in contrast, as a consequence. Use adverbs and adverbial phrases to qualify, intensify or emphasise e.g. 'The dog is so incredibly stupid', '... an exceptional result.

Punctuation

	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Write with technical accuracy of punctuation.						
<p>Use full stops at random.</p> <p>May use a capital letter at the start of writing.</p>	<p>Sometimes use capital letters, full stops, question marks and exclamation marks.</p> <p>Use capital letters for names and for the personal pronoun 'I'.</p>	<p>Always use full stops.</p> <p>Use commas to separate items in a list.</p> <p>Use capital letters more than 50% of the time.</p> <p>Use apostrophes to mark missing letters in contracted forms e.g. I've, We'll.</p> <p>Use exclamation marks and question marks.</p> <p>Use the apostrophe to mark singular possession e.g. the girl's bag</p>	<p>Emerging use of inverted commas to punctuate direct speech.</p> <p>Emerging use of other direct speech punctuation e.g. punctuation inside inverted commas.</p>	<p>Correct use of inverted commas and other punctuation to indicate direct speech (comma after reporting clause; end punctuation within commas) e.g. The teacher screamed, "Be quiet!"</p> <p>Use apostrophes to mark plural possession e.g. The boy's name, the boys' names.</p> <p>Use comma after fronted adverbial.</p>	<p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity e.g. 'Let's eat dad.' or 'Let's eat, dad.'</p>	<p>Use semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's snowing; I am delighted.</p> <p>Use of the colon to introduce a list and use of semi-colons within lists.</p> <p>Use bullet points to list information.</p> <p>Use hyphens to avoid ambiguity e.g. recover or re-cover.</p>

Spelling and Word Structure

	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Apply spelling rules into writing.						
<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Read back work to give meaning to it.</p>	<p>Have a 'go' and spell some unknown words phonetically.</p> <p>Show evidence of using suffixes __ing, __ed, __est.</p> <p>Use the spelling rule for plural adding __s, __es.</p> <p>Use prefix un__ e.g. unkind.</p>	<p>Use phonetically plausible strategies to spell unknown polysyllabic words.</p> <p>Use suffixes such as __ness, __er to form nouns or by compounding e.g. sleepiness.</p> <p>Use adjectives ending in __ful, __less, __er, __est e.g. beautiful.</p> <p>Turn adjectives into adverbs through applying 'ly' e.g. slowly</p>	<p>Use a range of prefixes to extend repertoire of nouns e.g. super__, anti__, auto__.</p> <p>Use 'a' or 'an' correctly according to next word beginning with consonant or vowel.</p> <p>Experiment with more complicated words built from a common word e.g. dissolve, solution.</p>	<p>Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words.</p> <p>Distinguish between the spelling of common homophones.</p> <p>Show through '-s' and punctuation the grammatical difference between plural and possessive.</p>	<p>Convert nouns or adjectives into verbs using suffixes e.g. __ate, __ise, __ify</p> <p>Apply prefixes to change intent of verbs e.g. dis__, de__, mis__, over__, re__.</p>	<p>Use the appropriate words according to formality e.g. 'discover' or 'find out', 'ask for' or 'request' or 'go in' or 'enter'.</p> <p>Discover synonyms and antonyms for a word and choose the degree of meaning required for the sentence.</p>

Terminology for Pupils:

EYFS	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Phoneme Grapheme Digraph Trigraph Word Sentence Capital Letter Full Stop 	<ul style="list-style-type: none"> Letter Capital Letter Word Singular Plural Punctuation Full Stop Question mark Exclamation mark 	<ul style="list-style-type: none"> Noun Noun Phrase Statement Question Exclamation Command Compound Suffix Adjective Adverb Verb Tense (past, present) Apostrophe Comma 	<ul style="list-style-type: none"> Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Consonant letter Vowel Vowel letter Adverb Inverted commas (or "speech marks") 	<ul style="list-style-type: none"> Determiner Pronoun Possessive pronoun Adverbial 	<ul style="list-style-type: none"> Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity 	<ul style="list-style-type: none"> Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet points

Handwriting and presentation

Handwriting and presentation						
	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Broadly this should not influence judgement given but these are the age-related benchmarks.						
Form some recognisable letters. Sometimes leave 'finger' spaces between groups of letters.	Form capital letters. Form digits 0-9. Begin to form lower-case letters in the correct direction, starting and finishing in the right place.	Form lower case letters of the correct size in relation to other letters. Start using some of the diagonal and horizontal strokes to join letters.	Use diagonal strokes to join letters that are adjacent and know which are best left unjoined. Show increased legibility and quality to handwriting.	Show consistency in style ensuring that the downstrokes of letters are parallel and equidistant. Avoid ascenders and descenders touching each other from one line to the next.	Make quick choices whether or not to join specific letters. Use a style that encourages speed, legibility and fluency.	Write speedily in a joined, legible style. Choose the right handwriting style according to purpose e.g. neat and joined for final version and unjoined for labelling a diagram or data.

Writing Progression by Year Group:

Performance of Writing - Expected Standard at end of Foundation Stage 						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
In some writing, usually with support						
Purpose and Impact						
Write in an interesting, engaging or thoughtful way.						
Talk about the part of the story/event that is interesting.						
Add detail orally to a story or an event or an experienced event.						
Arrange writing going from left to right, top to bottom.						
Produce texts which are appropriate to reader and purpose.						
Attempt writing for different purposes e.g. label, list.						
Invent own compositions but writing might need mediation.						
Structure and Shape						
Organise and present writing.						
Include character names in narrative and basic topic words in non-fiction.						
Write phrases about areas of interest.						
Write simple sentences that can be read by others.						
Sentence Structure						
Vary sentences for clarity, purpose and effect.						
Use pictures to yield more meaning to words.						
Write simple words and phrases.						
Conjunctions						
Add in joining words like 'and' when reading back writing.						
Writerly Techniques						
Deploy poetic style to engage the reader.						
Add onomatopoeic sounds to pictures e.g. Wheeeeeeee! Crash!						
Vocabulary						
Select appropriate and effective vocabulary.						
Use and understand recently introduced vocabulary.						
Use some 'yellow' ambitious vocabulary appropriately (see yellow Writing Progress Records).						
Punctuation						
Write with technical accuracy of punctuation.						
Use full stops at random.						
May use a capital letter at the start of writing.						
Spelling and Word Structure						
Apply spelling rules into writing.						
Spell words by identifying sounds in them and representing the sounds with a letter or letters.						
Read back work to give meaning to it.						
Broadly this will not influence judgement but this is the Year 1 benchmark						
Handwriting and presentation						
Form some recognisable letters.						
Sometimes leave 'finger' spaces between groups of letters.						

Performance of Writing - Expected Standard at end of Year 1						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
In some writing, usually with support						
Purpose and Impact						
Write whole texts that are interesting, engaging or thoughtful.						
Form short narratives/retell short recounts.						
Use relevant words that are about my topic/story.						
Produce texts which are appropriate to reader and purpose.						
Know the purpose and the forms of some simple writing (labels, message, invitation).						
Structure and Shape						
Organise and present whole texts effectively that sequence and structure information.						
Include familiar storytelling language e.g. Once upon a time, One day, The end.						
Order some events using number/time sequence indicators e.g. Then I had lunch.						
Construct a cohesive piece with logical links/ breaks.						
Repeat key words to show meaning.						
Sentence Structure						
Use sentences for clarity, purpose and effect.						
Write in simple phrases and clauses.						
Start sentences with the pronoun, I.						
Start sentences with a name.						
Start sentences in a different way, e.g. Naughty Goldilocks ate the porridge.						
Tense						
Sometimes use the correct tense and maintain it.						
Conjunctions/Complex Sentences						
Use 'and' to join two words together.						
Use 'and' to join two clauses together.						
Writerly Techniques						
Deploy poetic style to engage the reader.						
Use onomatopoeic to grab the reader's attention e.g. Splash!						
Use alliteration to make the reading interesting e.g. The dark, deep cave.						
Vocabulary						
Select appropriate and effective vocabulary.						
Use simple speech - like words.						
Use some simple descriptive words (shape, colour, size, emotions).						
Use some 'blue' ambitious vocabulary (see blue Writing Progress Records).						
Punctuation						
Write with technical accuracy of punctuation.						
Sometimes use capital letters, full stops, question marks and exclamation marks.						
Use capital letters for names and for the personal pronoun I.						
Spelling and Word Structure						
Apply spelling rules into writing.						
Have a 'go' and spell some unknown words phonetically.						
Show evidence of using suffixes -ing, -ed, -est.						
Use the spelling rule for plural adding -s, -es.						
Use prefix un- e.g. unkind.						
Broadly this will not influence judgement but this is the year 1 benchmark.						
Handwriting and presentation						
Form capital letters.						
Form digits 0-9.						
Begin to form lower-case letters in the correct direction, starting and finishing in the right place.						

Performance of Writing - Expected Standard at end of Year 2						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
In some writing, usually with support						
Purpose and Impact						
Write whole texts that are interesting, engaging or thoughtful.						
Ideas are mostly suitable for a narrative.						
Sometimes the viewpoint is indicated by comments.						
Ideas are relevant for non-fiction e.g. informative points in a report, memories in a recount.						
Produce texts which are appropriate to reader and purpose.						
Include the main features of a genre/text type.						
Structure and Shape						
Organise and present whole texts effectively that sequence and structure information.						
Include enough information and description to interest the reader.						
Order writing using line breaks to show new ideas in narrative or use numbers in non-fiction.						
Construct a cohesive piece with logical links/ breaks.						
Group main ideas together.						
Sentence Structure						
Use sentences for clarity, purpose and effect.						
Use sentences with different forms: statement, question, exclamation and command.						
Ask questions to the reader.						
Write sentences with adventurous adjectives.						
Write long sentences.						
Write short sentences.						
Start sentences in different ways from a name or personal pronoun, e.g. One bright morning...						
Include expanded noun phrases for description and specification e.g. The blue butterfly.						
Tense						
Use correct verb forms e.g. present; she is drumming; past; he was shouting.						
Apply correct tense across a piece of writing including progressive form to mark actions in progress e.g. they were jumping.						
Conjunctions/Complex Sentences						
Write compound sentences that include co-ordination e.g. or, and, but.						
Write complex sentences that include subordination e.g. when, if, that, because.						
Writerly Techniques						
Deploy poetic style to engage the reader.						
Use rhyme for effect e.g. He was moving and roaring.						
Use repetition in a basic way that follows story models e.g. run, run, as fast as you can.						
Vocabulary						
Select appropriate and effective vocabulary.						
Choose words appropriate to the writing.						
Construct sentences that include adjectives, adverbs and precise verbs.						
Use some 'purple' ambitious vocabulary (see purple Writing Progress Records).						
Adverbs/adverbial phrases						
Begin sentences with an adverb/adverbial phrase and repetition in different places within the sentence e.g. 'ly word, quickly.						
Punctuation						
Write with technical accuracy of punctuation.						
Always use full stops.						
Use commas to separate items in a list.						
Use capital letters more than 50% of the time.						
Use apostrophes to mark missing letters in contracted forms e.g. I've, We'll.						
Use exclamation marks and question marks.						
Use the apostrophe to mark singular possession e.g. the girl's bag.						
Spelling and Word Structure						
Apply spelling rules into writing.						
Use phonetically plausible strategies to spell unknown polysyllabic words.						
Use suffixes such as -ness, -ly, to form nouns or by compounding e.g. sleepiness.						
Use adjectives ending in -ful, -less, -er, -est e.g. beautiful.						
Turn adjectives into adverbs through applying -ly e.g. slowly.						
Broadly this will not influence judgement but this is the year 2 benchmark.						
Handwriting and presentation						
Form lower case letters of the correct size in relation to other letters.						
Start using some of the diagonal and horizontal strokes to join letters.						

Performance of Writing - Expected Standard at end of Year 3



	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
In some writing, usually with support						
Purpose and Impact						
Write whole texts that are interesting, engaging or thoughtful.						
Develop multiple ideas in a story enriched with descriptive detail.						
Develop multiple ideas in non-fiction that are factual and precise.						
Express a basic viewpoint, an opinion or promote an idea e.g. I believe...						
Produce texts which are appropriate to reader and purpose						
Maintain the main features of a genre/text type.						
Content makes sense throughout the piece.						
Structure and Shape						
Organise and present whole texts effectively that sequence and structure information.						
Strategies used to create flow e.g. pronouns, cohesive phrases, references back to previous point.						
Begin to understand what a paragraph is and show ideas grouped together.						
Construct a cohesive piece with logical links/ breaks.						
Use headings and sub-headings to group ideas.						
Opening signalled in narrative and non-fiction e.g. Early one morning... Whales are the largest sea creatures...						
Closing signalled in narrative and non-fiction e.g. Eventually... Ultimately...						
Sentence Structure						
Vary sentences for clarity, purpose and effect.						
Use one word in isolation to grab the reader's attention e.g. Stop!						
Add detail into descriptions e.g. precise words, descriptive noun phrases.						
Use prepositions that position in place/environment e.g. in, on, behind, under.						
Tense						
Use the present perfect form of verbs, instead of simple past e.g. 'He has gone out to play' contrasted with 'He went out to play'.						
Conjunctions/Complex Sentences						
Experiment with a widening range of conjunctions e.g. while, so, although.						
Writerly Techniques						
Deploy poetic style to engage the reader.						
Write sentences that use repetition of key words for impact e.g. He ran and ran. He ran until his bones ached.						
Use the word 'like' to build a simile e.g. Her eyes were like deep pools.						
Vocabulary						
Select appropriate and effective vocabulary.						
Choose words because of the effect they will have on the reader.						
Use some 'red' ambitious vocabulary (see red Writing Progress Records).						
Adverbs/adverbial phrases						
Use adverbs/adverbial phrases that position in time e.g. then next, soon, later that day, as dawn broke.						
Use adverbs/adverbial phrases that build a relationship or 'cause' e.g. therefore, as a result.						
Punctuation						
Write with technical accuracy of punctuation.						
Emerging use of inverted commas to punctuate direct speech.						
Emerging use of other direct speech punctuation e.g. punctuation inside inverted commas.						
Spelling and Word Structure						
Apply spelling rules into writing.						
Use a range of prefixes to extend repertoire of nouns e.g. super-... anti-... auto-...						
Use 'd' or 't' correctly according to next word beginning with consonant or vowel.						
Experiment with more complicated words built from a common word e.g. dissolve, solution.						
Broadly this will not influence judgement but this is the year 3 benchmark.						
Handwriting and presentation						
Use diagonal and horizontal strokes to join letters that are adjacent and know which one has left unjoined.						
Show increased legibility and quality to handwriting.						

Performance of Writing - Expected Standard at end of Year 4



	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
In some writing, usually with support						
Purpose and Impact						
Write whole texts that are interesting, engaging or thoughtful.						
Ideas are developed in detail (e.g. stories: in-depth description, non-fiction: anecdotes, facts and reflections).						
Point of view is maintained throughout the work.						
Produce texts which are appropriate to reader and purpose.						
Include all the features of a genre/text type appropriately and consistently.						
Create narratives that create intrigue (e.g. suspense, cliff hangers) or non-fiction that is more complicated (e.g. contrasting ideas, opinions).						
Structure and Shape						
Organise and present whole texts effectively that sequence and structure information.						
Structure and organise writing with a clear beginning, middle and end.						
Write sentences that are developed on from previous sentences to form a group of connected/ related ideas.						
Start a new paragraph to organise ideas around a theme.						
Construct a cohesive piece with logical links/ breaks.						
Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.						
Openings signalled in narrative and non-fiction with content to capture reader's interest.						
Closings signalled in narrative that is dramatic or link back to opening and in non-fiction is strong/ draw conclusions.						
Sentence Structure						
Vary sentences for clarity, purpose and effect.						
Ask rhetorical questions to heighten reader engagement e.g. Can we honestly believe...?						
Use more complicated noun phrases (expanded by modifying adjectives, nouns and preposition phrases) e.g. The strict geography teacher with slick, black hair.						
Tense						
Use standard English verb inflections e.g. 'we were...' , 'I did...' (instead of local spoken forms such as 'we was...' , 'I done...').						
Conjunctions/Complex Sentences						
Use a widening range of conjunctions e.g. while, so, although.						
Use more complicated conjunctions that set up contrast or relationships e.g. despite, nevertheless, consequently.						
Writerly Techniques						
Deploy poetic style to engage the reader.						
Use the word 'as' to build a simile e.g. the train was as slow as a hare.						
Use metaphor to create vivid images in the reader's mind.						
Vocabulary						
Select appropriate and effective vocabulary.						
Make language choices that are interesting and varied.						
Use some 'orange' ambitious vocabulary (see orange Writing Progress Records).						
Adverbs/adverbial phrases						
Use 'where' adverbial phrases in fronted position in sentences e.g. At the seaside, Janice fed the seagulls.						
Use 'how' 'ly' adverbs and '...ing' adverbial phrases in fronted position in sentences e.g. Rushing against the clock, Jack knew it would be difficult.						
Punctuation						
Write with technical accuracy of punctuation.						
Correct use of inverted commas and other punctuation to indicate direct speech (comma after reporting clause, end punctuation within commas) e.g. The teacher screamed, "Be quiet!"						
Use apostrophes to mark plural possession e.g. The boy's name, the boys' names.						
Use comma after fronted adverbial.						
Spelling and Word Structure						
Apply spelling rules into writing.						
Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words.						
Distinguish between the spelling of common homophones.						
Show through 'i' and punctuation the grammatical difference between plural and possessive.						
Broadly this will not influence judgement but this is the year 4 benchmark.						
Handwriting and presentation						
Show consistency in style ensuring that the downstrokes of letters are parallel and equidistant.						
Avoid ascenders and descenders touching each other from one line to the next.						

Performance of Writing - Expected Standard at end of Year 5						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
In some writing, usually with support						
Purpose and Impact						
Write whole texts that are interesting, engaging or thoughtful						
Ideas are developed in narrative and in non-fiction						
Point of view is clear and controlled with some elaboration						
Produce texts which are appropriate to reader and purpose						
Execute a text type/genre by including all features or adapt when required						
Create more complicated narratives e.g. parallel plot, flashback, parody and more controlled non-fictions e.g. language choices support the purpose						
Structure and Shape						
Organise and present whole texts effectively that sequence and structure information						
Structure and organise writing with pace in narrative and supporting evidence in non-fiction						
Start new paragraphs to show changes in time, place, event or person						
Construct a cohesive piece with logical links/ breaks						
Use devices to build cohesion within paragraphs e.g. then, after, that, this, firstly						
Link ideas across paragraphs using a range of devices e.g. phrases that back reference previous points						
Sentence Structure						
Use sentences for clarity, purpose and effect						
Create different emphasis in sentences through word order and noun phrases						
Mix short and long sentences to change, accelerate or show pace for reader						
Tense						
Deploy tense choices that support cohesion by making links e.g. he had seen her before						
Use modal verbs to show something is certain, probable or possible (or not) e.g. might, should, will, must						
Conjunctions/Complex Sentences						
Use relative clauses within complex sentences beginning with who, which, where, when, whose, that, e.g. Maisie, who was extremely tired, finished the race						
Use verbs ending in 'ed' or 'ing' to start clauses to build complex sentences e.g. Mortified by what he saw, Harry fled the scene						
Writerly Techniques						
Deploy poetic style to engage the reader						
Use pathetic fallacy to mirror and extend character's emotions e.g. (aspect of nature or weather reflects feeling)						
Use pun to enhance the double meaning of language e.g. The cheetah, a predatory cheater of the jungle						
Vocabulary						
Select appropriate and effective vocabulary						
Some vocabulary choices are for effect or emphasis e.g. technical terminology, vivid language						
Use some 'green' ambitious vocabulary (see green Writing Progress Records)						
Adverbs/adverbial phrases						
Indicate degree of possibility using adverbs e.g. perhaps, surely						
Use a range of adverbs to link ideas adverbs of time e.g. later, adverbs of place e.g. nearby and number e.g. secondly						
Punctuation						
Write with technical accuracy of punctuation						
Use brackets, dashes or commas to indicate parenthesis						
Use commas to clarify meaning or avoid ambiguity e.g. 'Let's eat dad' or 'Let's eat, dad'						
Spelling and Word Structure						
Apply spelling rules into writing						
Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify						
Apply prefixes to change intent of verbs e.g. dis-... de-... mis-... over-... re-...						
Broodily this will not influence judgement but this is the year 5 benchmark						
Handwriting and presentation						
Make quick choices whether or not to join specific letters						
Use a style that encourages speed, legibility and fluency						

Performance of Writing - Expected Standard at end of Year 6						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
In some writing, usually with support						
Purpose and Impact						
Write whole texts that are interesting, engaging or thoughtful						
Manipulates reader through the telling of a narrative e.g. Use of humour or controls the direction of non-fiction through a range of strategies e.g. persuasive devices						
Convey a convincing viewpoint using the point of view of others to support or contrast writers own opinion						
Produce texts which are appropriate to reader and purpose						
Choose style/genre features to maintain and challenge the reader's interest e.g. elaborate detail in narrative or succinctness in police report						
Adapt well known genres to create different effects e.g. fairytales with a twist exploring new viewpoint						
Structure and Shape						
Organise and present whole texts effectively that sequence and structure information						
Navigate a reader through a text in a logical, chronological way or subvert this e.g. flash forward, opposing viewpoint						
Use a range of layout devices e.g. headings, sub-headings, columns, bullets, tables etc.						
Construct a cohesive piece with logical links/ breaks						
Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of word or phrase, use of ellipsis on ellipses at end of section						
Apply paragraphs across a whole text to support the 'ease of engagement' for the reader						
Sentence Structure						
Use sentences for clarity, purpose and effect						
Write informally or formally appropriate to genre/ text type						
Vary the types of sentences within a piece across simple, compound and complex constructions						
Tense						
Use the subjunctive form of the verb to emphasise formality, urgency or importance e.g. The teacher insists that her pupils be on time						
Passive Voice						
Use passive voice to affect the presentation of information in a sentence e.g. 'The window in the greenhouse was broken'						
Conjunctions/Complex Sentences						
Use a range of complex construction strategies to build subordinating clauses with verb starts ending in 'ing', 'ed' or adverbs 'ly' followed by verbs, relative clauses and subordinating conjunction starts						
Writerly Techniques						
Deploy poetic style to engage the reader						
Use personification to give human attributes to inanimate objects/things						
Use symbolism as a recurring idea to emphasise a themed motif e.g. ongoing referencing to water						
Vocabulary						
Select appropriate and effective vocabulary						
Use varied and precise vocabulary to create particular stylistic effects						
Use some 'pink' ambitious vocabulary (See Pink Writing Progress Records)						
Adverbs/adverbial phrases						
Use more complicated adverbial phrases to link ideas e.g. on the other hand, in contrast, as a consequence						
Use adverbs and adverbial phrases to qualify, intensify or emphasise e.g. 'The dog is so incredibly stupid', '... an exceptional result'						
Punctuation						
Write with technical accuracy of punctuation						
Use semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's snowing. I am delighted						
Use the colon to introduce a list and use of semi-colons within lists						
Use bullet points to list information						
Use hyphens to avoid ambiguity e.g. recover or re-cover						
Spelling and Word Structure						
Apply spelling rules into writing						
Use the appropriate words according to formality e.g. 'discover' or 'find out', 'ask for' or 'request' or 'go in' or 'enter'						
Discover synonyms and antonyms for a word and choose the degree of meaning required for the sentence						
Broodily this will not influence judgement but this is the year 6 benchmark						
Handwriting and presentation						
Write speedily in a joined, legible style						
Choose the right handwriting style according to purpose e.g. neat and joined for final version and unjoined for labelling a diagram or data						

Impact:

How will we know that our intent has been effectively implemented and achieved?

- Pupil voice reflections conducted by English Subject Leader
- Progression in written work and outcomes of the children
- End of year assessment objectives are met - monitored in pupil progress meetings.
- Children consistently know teaching routines around our chosen approach.