

	With support pupil can use some letter names to distinguish between alternative spellings of the same sound.	Pupil can use letter names to distinguish between alternative spellings of the same sound; e.g. pupil says letter names when spelling 'ai' as in rain and 'ay' as in play.	Pupil can consistently and confidently use letter names to distinguish between alternative spellings of the same sound.															
												With support, pupils able to draw on known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of anomalous words.	Pupil is usually able to draw on a range of known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of anomalous words: e.g. using known spelling of ordinary to help spell extraordinary, ordinarily.	Pupil is almost always able to draw on known root words to correctly spell inflected words and other words related by meaning; has a range of successful strategies for learning and recalling spelling of anomalous words.	Pupil can, with support, draw on known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of anomalous words.	Able to draw on a wider range of known root words to correctly spell inflected words and other words related by meaning; operates some successful strategies for learning and recalling spelling of anomalous words: e.g. sounds like silent letters in tricky words like government, muscle, guarantee; uses knowledge of common letter strings in affixes and the rules for adding them; uses mnemonic as a last resort.	Almost always able to draw on known root words to correctly spell inflected words and other words related by meaning; operates a range of effective strategies for learning and recalling spelling of anomalous words.	
b) Other Word Building Spelling	Pupil can, with support, use the spelling rule...etc.	Pupil can independently and with some inconsistencies use the spelling rule; e.g. cats, thants, cat ches.	Pupil consistently and confidently uses the spelling rule.	Pupil can, with support, place the possessive apostrophe accurately in words with singular nouns.	Pupil can usually place the possessive apostrophe accurately in singular nouns: e.g. Megan's, Rowi's, the girl's, the child's, the man's (see Appendix 1, pg 47).	Pupil can consistently and confidently place the possessive apostrophe accurately in words with singular nouns.	With support pupil can place the possessive apostrophe accurately in words with regular plurals.	Pupil can usually place the possessive apostrophe accurately in words with regular plurals; e.g. girls', boys' animals' and in words with irregular plurals; e.g. women's, men's, sheep's.	Pupil can consistently and confidently place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.	With support pupil can place the possessive apostrophe accurately in words with regular plurals, and in words with irregular plurals. With prompting, they can explain this punctuation rule to others.	Pupil can usually place the possessive apostrophe accurately in words with regular plurals; e.g. girls', boys', animals' and in words with irregular plurals e.g. men's, women's, people's, children's, mice's. Pupil can usually explain this punctuation rule to others, spotting and correcting errors in own and others' writing.							
				Pupil can, with support, place the apostrophe accurately in words to show where a letter or letters would be if the words were written in full.	Pupil can usually place the apostrophe accurately in words to show where a letter or letters would be if the words were written in full: e.g. can't – cannot, didn't – did not, hasn't – has not, couldn't – could not, it's – it is, I'll – I will (see Appendix 1 pg 47).	Pupil can consistently and confidently place the apostrophe accurately in words to show where a letter or letters would be if the words were written in full.												
	Pupil can, with support, use the prefix un- in own writing.	Pupil can independently use the prefix un- in own writing; e.g. unhappy, undo, unfair.	Pupil consistently and confidently uses the prefix un- in own writing.				With support pupil can spell words with prefixes without any other associated changes in spelling.	Pupil can usually correctly spell words with prefixes without any associated changes in spelling; e.g. <i>disappoint, misbehave, incorrect, refresh, subheading, anticlockwise, intercity.</i>	Pupil can consistently and confidently correctly spell words with prefixes without any associated changes in spelling.	Pupil can, when prompted, spell words with prefixes without any associated changes in spelling. They can explain the meaning of some prefixes; e.g. un-, dis-, mis-, in-.	Pupil can usually correctly spell words with prefixes without any associated changes in spelling. They can explain the meaning of most prefixes; e.g. oil of the ones at left and il-, im-, ir-, re-, sub-.		Pupil can, with support, spell words with prefixes and suffixes with or without associated changes in spelling.	Pupil can usually spell words with prefixes and suffixes with or without associated changes in spelling; e.g. <i>applicable, adorable, reliable, changeable, noticeable.</i>	Pupil can almost always spell words with prefixes and suffixes with or without associated changes in spelling.	Pupil can, with support, spell words with prefixes and suffixes with or without associated changes in spelling; e.g. <i>applicable, adorable, reliable, changeable, noticeable.</i>	Pupil can spell words with prefixes and suffixes with or without associated changes in spelling; e.g. <i>legible, preference, dependable.</i>	Pupil can almost always spell words with prefixes and suffixes with or without associated changes in spelling; e.g. <i>applicable, adorable, reliable, changeable, noticeable.</i>

b) Planning and Drafting Writing	Pupil can, with support, decide on a topic for writing and say what they will write about.	Pupil can usually decide on a topic for writing and say what they will write about.	Pupil can almost always decide on a topic for writing and say what they will write about.	Pupil can, with support, say or record in writing or pictorially their ideas for writing.	Pupil can usually say or record in writing or pictorially their ideas for writing; e.g. draw or explain a simple story map or story plan.	Pupil can almost always say or record in writing or pictorially their ideas for writing.	With support, pupil can work with a partner or small group to plan writing, contributing their own and listening to others' ideas and recording them in note or pictorial form for later use.	Pupil can usually work with a partner or small group to plan writing, contributing their own and listening to and building on others' ideas and recording them in note or pictorial form for later use; e.g. using a spidergram, flowchart or timeline.	Pupil can consistently and confidently work with a partner or small group to plan writing, contributing their own and listening to and building on others' ideas and recording them in note or pictorial form for later use.	Pupil can, with support, use notes and pictures, from discussion with others, to plan writing.	Pupil can, independently, select the most relevant information, key vocabulary and most suitable ideas from discussion and notes to plan own writing; e.g. takes notes during discussion and organises them later into a 'boxing up' frame or story mountain.	Pupil can consistently select the most relevant information, key vocabulary and most suitable ideas from discussion and notes to plan own writing.	Pupil can, with support, sometimes think aloud and record their ideas, sometimes drawing on independent reading and research.	Pupil can usually think aloud and record their ideas, sometimes drawing on independent reading and research; e.g. use a spidergram planning model to organise and develop related ideas drawn from reading and research.	Pupil can almost always think aloud and record their ideas, sometimes drawing on independent reading and research.	Pupil can, with support, think aloud and record their ideas, sometimes choosing ideas for impact and to enhance the effectiveness of what they write, drawing on independent reading and research.	Pupil can think aloud and record their ideas, sometimes drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write; e.g. select from a range of planning models to organise and develop related ideas drawn from notes made when reading and researching.	Pupil can think aloud and record their ideas, drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write.	
	Pupil can, with support, compose a sentence orally ready to replicate it in writing.	Pupil can independently compose a sentence orally ready to replicate it in writing.	Pupil can quickly and confidently compose a sentence orally ready to replicate it in writing.	Pupil can, with some support, compose and orally rehearse what they want to say; sentence by sentence.	Pupil can usually compose and orally rehearse what they want to say; sentence by sentence; e.g. compose sentence orally and use phonic knowledge to segment to spell words, write letters/words using agreed handwriting style.	Pupil can consistently encapsulate what they want to say; sentence by sentence.	With support, pupil can compose and speak a whole sentence.	Pupil can usually compose and speak a whole sentence; e.g. for a teacher-scribed shared write or before writing independently, often incorporating newly acquired vocabulary and using recently learned sentence types.	Pupil can consistently and confidently compose and speak a whole sentence.	Pupil can, with support, compose and orally rehearse sentences, sometimes incorporating new vocabulary. Variation in structure is limited to simple and sometimes compound structures.	Pupil can, independently, rehearse sentences usually incorporating new vocabulary. Variation in sentence structure includes simple, compound and complex structures.	Pupil can, independently, compose and orally rehearse sentences, usually incorporating deliberate choices of vocabulary for impact. Variation in sentence structure includes simple, compound and complex structures.							
	Some ideas are linked together.	Ideas are sequenced appropriately; e.g. stories have a beginning, middle and an end.	Ideas are developed in a sequence of sentences.																
	Pupil, with support, re-reads what they have written to check that it makes sense.	Pupil, usually and independently, re-reads what they have written to check that it makes sense and is beginning to be able to put things right if it doesn't.	Pupil confidently and consistently re-reads what they have written to check that it makes sense and knows what to do to correct it if it does not.																
				Pupil can, with support, write down some ideas, key words and new vocabulary and use them to improve their own writing.	Pupil can, independently, write down some ideas, key words and new vocabulary and use them to improve their own writing; e.g. on mini whiteboards, pupils 'maggie' some powerful 'wow' words or ideas heard in the whole class introduction or main teaching session to use in their own writing.	Pupil can confidently write down some ideas, key words and new vocabulary and enthusiastically seek more to use to improve own writing.	With support, pupil can sometimes organise material into logical chunks and write a series of linked sentences for each.	Pupil can usually organise their material into logical chunks and write a coherent series of linked sentences for each; e.g. Bees live together in big groups... The Queen bee is the mother of all the workers. Bees work together to feed each other and look after the larvae. Pupil knows how to demarcate paragraphs on the page and almost always remembers to do this as they write.	Pupil can consistently and confidently organise their material into logical chunks and write a coherent series of linked sentences for each. Pupil knows how to demarcate paragraphs on the page and almost always remembers to do this as they write.	Pupil can, with support, plan narrative and non-fiction texts into paragraphs before they begin writing. Pupil knows how to demarcate paragraphs on the page and is beginning to remember to do this as they write.	Pupil can, independently, plan narrative and non-fiction texts into paragraphs before they begin to write; e.g. by using a 'boxing up' frame, five-part story map or other planning tool to help 'chunk' their writing into paragraphs. Pupil knows how to demarcate paragraphs on the page and usually remembers to do this as they write.	Pupil can, independently, plan narrative and non-fiction texts into paragraphs before they begin to write. Some evidence of ideas being developed within and between paragraphs. Pupil knows how to demarcate paragraphs on the page and almost always remembers to do this as they write.	Pupil can, with support, organise writing into a logical sequence of paragraphs; e.g. by using pronouns or adverbials within paragraphs to link to subjects introduced in the opening sentence.	Pupil can usually produce internally coherent paragraphs in a logical sequence and link them, signposting the reader; e.g. establishing simple links between paragraphs through use of language like firstly, next, moreover.	Pupil can almost always produce internally coherent paragraphs in a logical sequence and link them, signposting the reader, and develops some hooking devices to create cohesion between paragraphs; e.g. repetition of a key word, or phrase in the final sentence of one paragraph and the opening sentence of the next; using conjunctions such as furthermore, moreover, on the other hand, or conversely, to link paragraphs.	Pupil can, with support, organise writing into a logical sequence of paragraphs; e.g. by using topic sentences and developing an idea within each paragraph.	Pupil can produce internally coherent paragraphs in a logical sequence and link them, signposting the reader, and deploys some hooking devices to create cohesion between paragraphs; e.g. repetition of a key word, or phrase in the final sentence of one paragraph and the opening sentence of the next; using conjunctions such as furthermore, moreover, on the other hand, or conversely, to link paragraphs.	Pupil can produce internally coherent paragraphs in a logical sequence and link them, signposting the reader, and deploys a range of hooking devices to create cohesion between paragraphs; e.g. Conclusions explicitly refer back to openings; element of summary included in conclusions.	

<p>c) Editing Writing</p> <p>Note: The cost of proofreading for errors in grammar, spelling and punctuation is essentially unchanged across the age range. Progression lies in the growing knowledge they bring to bear on the task. A pupil should not be assessed as meeting or exceeding expectations unless they can demonstrate that they are applying their recently acquired, age-expected knowledge to the task as well as drawing on all their earlier learning. Pupils should be expected to feed back appropriately to others and to make corrections in their own writing.</p>	<p>Pupil can sometimes make comments on what they have written.</p>	<p>Pupil can listen and sometimes respond by making comments in discussion with teacher about what they have written: e.g. 'Oops, I forgot to put a capital letter after that full stop.' 'I used my sounds to help me spell that long word.'</p>	<p>Pupil can make several relevant points in discussion with teacher about what they have written.</p>	<p>Pupil can, with the teacher, reflect on what they have written, making some suggestions for improvement.</p>	<p>Pupil can, with the teacher and making reference to success criteria, reflect on what they have written, making suggestions for improvement: e.g. after reading through the success criteria again with the teacher, pupil realises that they did not number their instructional sentences. They amend this by rechecking the order and adding numerals.</p>	<p>Pupil can independently reflect on what they have written, making suggestions for improvement linked to success criteria.</p>	<p>Pupil can, with support, sometimes read back their own writing as they go and read and discuss others' completed writing, monitoring for sense and identifying aspects linked to success criteria and previous teaching for alteration and improvement.</p>	<p>Pupil can usually read back their own writing as they go and read and discuss others' completed writing, monitoring for sense and identifying aspects linked to success criteria and recent teaching for alteration and improvement.</p>	<p>Pupil can consistently and confidently read back their own writing as they go and read and discuss others' completed writing, monitoring for sense and identifying aspects linked to success criteria and recent teaching for alteration and improvement.</p>	<p>Pupil can, with support, read back their own writing cumulatively as they go and others' completed writing, monitoring to check the meaning is clear. They can identify and make suggestions for alteration.</p>	<p>Pupil can, usually and accurately, assess the effectiveness of their own and others' writing and make improvements: e.g. they check the meaning is clear and organisational features are correct. They can identify and make suggestions for alteration and improvement: e.g. My second sub-heading doesn't really match the content of the paragraph underneath it. I need to change one or the other.</p>	<p>Pupil can, consistently and accurately, assess the effectiveness of their own and others' writing and make improvements: e.g. they check the meaning is clear, spellings, punctuation and organisational features are correct. They can identify and make suggestions for alteration and improvement.</p>	<p>Pupil can, with support, sometimes work alone and with a partner to evaluate writing against agreed success criteria, identifying strengths and areas for improvement linked to previous teaching.</p>	<p>Pupil can usually work alone and with a partner to evaluate writing against agreed success criteria, identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately to the writer.</p>	<p>Pupil can almost always work alone and with a partner to evaluate writing against agreed success criteria, identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately to the writer.</p>	<p>Pupil can, with support, sometimes work alone and with a partner to evaluate writing against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and feeding back appropriately in detail.</p>	<p>Pupil can usually work alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and feeding back appropriately with helpful details.</p>	<p>Pupil can almost always work alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and feeding back appropriately with helpful details.</p>
							<p>Pupil can, with support, identify possible improvements in grammar and vocabulary to their own and others' writing.</p>	<p>Pupil can usually identify possible improvements in grammar and vocabulary to their own and others' writing: e.g. I wrote that I like 'nice stuff' to eat 'on my birthday and I could change that to 'my favourite delicious foods' and give some examples like sausage rolls and fairy cakes.</p>	<p>Pupil can consistently and confidently identify possible improvements in grammar and vocabulary to their own and others' writing.</p>	<p>Pupil can, with support, proof-read and amend their own writing, checking for accuracy of grammar and vocabulary and use of pronouns throughout the text.</p>	<p>Pupil can, independently, proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text: e.g. spotting repetitious language, verb/subject disagreement or lapses in tense.</p>	<p>Pupil can consistently and confidently proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text.</p>	<p>Pupil can, with support, sometimes propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing: e.g. making specific suggestions to a writing partner or incorporating such changes in their own writing: such as: I've written: 'I took a picture of my friend, who won the 200m sprint with his grandmother.' I need to put a second comma in there after 'sprint' to help the reader make sense of what I wrote. It makes the reader think the grandmother sprinted too if I leave it without a comma.</p>	<p>Pupil can almost always propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing.</p>	<p>Pupil can, with support, sometimes propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing, making specific suggestions to a writing partner or incorporating such changes in their own writing: e.g. You've used 'but' to join those two clauses: 'He opened the door but the room stood empty. It could be much more dramatic: if you used a colon instead. The reader is expecting the room to be packed with people so it's a shock that the character finds it empty, that's where a colon will work. 'He opened the door: the room</p>	<p>Pupil can usually propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing.</p>	<p>Pupil can almost always propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing.</p>	
				<p>With support, pupil can reread their writing to check it makes sense, making some suggestions on how to correct errors.</p>	<p>Pupil can reread their writing to check it makes sense and knows how to correct errors in the use of verbs, including in the continuous form: e.g. pupil originally writes 'I sitted under the tree and eated my sandwich at lunchtime.' After checking, pupil amends 'sitting' to sat, 'eated' to ate.</p>	<p>Pupil can consistently and confidently reread their writing to check it makes sense and knows how to correct errors in the use of verbs to indicate time, including in the continuous form.</p>								<p>Pupil can, with support, sometimes write using tense consistently and correctly throughout: e.g. use past tense in narrative, present tense in non-chronological report and identify and correct own lapses readily.</p>	<p>Pupil can write using tense consistently and correctly throughout: e.g. use past tense in narrative, present tense in non-chronological report and identify and correct own lapses readily.</p>	<p>Pupil can almost always write using tense consistently and correctly throughout.</p>	<p>Pupil can, with support, sometimes write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative.</p>	<p>Pupil can usually write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative, checking for these when editing: e.g. in flashbacks, letters and interviews.</p>

3) Writing vocabulary, grammar and punctuation	a) Vocabulary	Pupil can, when prompted, leave spaces between words.	Pupil can usually leave spaces between words.	Pupil can almost always leave spaces between words.			With support, pupil can use a range of prefixes to generate new nouns: e.g. superhero, anti-bullying and sometimes use them appropriately in their independent writing.	Pupil can usually use a range of prefixes to generate a range of new nouns, (see left) and use them appropriately in their independent writing.	Pupil can consistently and confidently use a range of prefixes to generate a range of new nouns, (see left) and use them appropriately in their independent writing.	Pupil can follow spelling rules to alter the meaning of nouns by adding prefixes: they can, when prompted, give a definition of the new noun.	Pupil can usually follow spelling rules to alter the meaning of nouns by adding prefixes: they can give a clear definition of the new noun: e.g. super, supermarket, superman, superster.	Pupil can, consistently and confidently, follow the spelling rules to alter the meaning of nouns by adding prefixes: they can give a precise definition for almost all new nouns.	Pupil can, with support, sometimes use a thesaurus to introduce varied and precise vocabulary.	Pupil can usually use a thesaurus to introduce varied and precise vocabulary: e.g. after proof-reading own work with a partner or alone, turns spontaneously to thesaurus to address perceived need for wider and more varied vocabulary.	Pupil can almost always use a thesaurus to introduce varied and precise vocabulary.	Pupil can, with support, use a thesaurus to introduce varied and precise vocabulary, keep descriptors, and avoid repetitious language.	Pupil can usually use a thesaurus to introduce varied and precise vocabulary: e.g. after proof-reading own work, turns spontaneously to thesaurus to address perceived need for wider and more varied vocabulary.	Pupil can almost always use a thesaurus to introduce varied and precise vocabulary and avoid repetitious language: e.g. after proof-reading own work, turns spontaneously to thesaurus to address perceived need for wider and more varied vocabulary.	
					Pupil can sometimes use expanded noun phrases to describe and specify.	Pupil can usually use expanded noun phrases to describe and specify: e.g. the blue butterfly, plain flour, the man on the moon.	Pupil can consistently use expanded noun phrases to describe and specify.	With support, pupil can recognise related words from the same word family and usually deduces the meaning of related words correctly.	Pupil can recognise related words from the same word family and consistently and confidently deduces the meaning of related words correctly.	Pupil can, when prompted, recognise and group words into two main families according to form and meaning.	Pupil can usually group words into two main families according to form and meaning. They can spot patterns of spellings in words grouped by form: e.g. farm: family – familiar – unfamiliar – familiarise ... meaning: big – little – size.	Pupil can consistently group words into word families according to form and meaning; they can spot patterns of spellings in words grouped by form and specific links in meaning of words grouped by meaning. Pupil can use knowledge of word families to guess unfamiliar words with some confidence.	Pupil is beginning to use expanded noun phrases to convey precise and detailed information concisely.	Pupil can usually use expanded noun phrases to convey precise and detailed information concisely: e.g. ...the small playground with the horizontal climbing wall...; ...the north coast beaches with the best surf...; ...a tiny kitten with its eyes still closed...	Pupil can almost always use expanded noun phrases to convey precise and detailed information concisely.	Pupil can, when prompted, use expanded noun phrases to convey complicated information concisely.	Pupil can usually use expanded noun phrases to convey complicated information concisely: e.g. ...the younger predators with less experience of hunting and fewer successful kills...; ...these pupils with completed art work and no overdue homework assignments...	Pupil can almost always use expanded noun phrases to convey complicated information and uses them across a range of independent writing.	
														Pupil can, with support, sometimes convert nouns or adjectives into verbs.	Pupil can usually convert nouns or adjectives into verbs: e.g. hyphenate, ferment, randomise.	Pupil can almost always convert nouns or adjectives into verbs.	Pupil can, with support, sometimes convert nouns or adjectives into verbs: e.g. exemplify, class into, classify, magnetise, orchestrate into, orchestrate.	Pupil can almost always convert nouns or adjectives into verbs.	
														Pupil can, with support, use prefixes to generate new verbs.	Pupil can use prefixes to generate new verbs: e.g. disapprove, defuse, misunderstand, overestimate, recombine.	Pupil can almost always use prefixes to generate new verbs.	Pupil can, with support, use prefixes to generate new verbs.	Pupil can usually use prefixes to generate new verbs: e.g. disapprove, defuse, misunderstand, overestimate, recombine.	Pupil can almost always use prefixes to generate new verbs: e.g. decelerate, demystify.
	b) Grammar	Begins to join words and clauses with 'and'.	Confidently and correctly joins words and clauses with 'and': e.g. I went to the park and played on the swing.	Confidently and correctly uses 'and' in lists and to join clauses, and is beginning to use other conjunctions e.g. if, so, but, because, when independently to join clauses.	Pupil can, with support, use subordination.	Pupil can, with some consistency, correctly use subordination and coordination: e.g. You need to pack your coat because it is going to rain later. Remember to take your packed lunch and don't forget your bookbag.	With support, pupil can choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity.	Pupil can usually choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in some independent writing: e.g. When I read that paragraph back I've used the word 'lives' six times! I need to change some of them to 'they'.	After teacher modelling, pupil can consistently choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity. There may be some tail off in the application through a piece of writing.	Pupil can, when prompted, choose and correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity. There may be some tail off in the application through a piece of writing.	Pupil can usually choose and correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the learning across a wide range of independent writing: e.g. When I was writing about bees, the hive and the queen, I remembered to write 'they', 'it' and 'she' every other time so my writing was less repetitive but still clear.	Pupil can consistently and confidently choose and correctly use appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity throughout a piece of writing.	With support, pupil is beginning to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Pupil can usually use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun: e.g. The song (that) I like is being played on Radio Cornwall; The woman who moved in next door has a daughter my age; The boy whose cast you signed broke his leg playing rugby.	Pupil can almost always use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Pupil can, when prompted, use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Pupil can usually use embedded relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun, across a range of independent writing, using parenthetical commas for embedded relative clauses: e.g. The riverbank where we used to play was washed away in last week's flood; Our teacher, whose special skill is playing the guitar, accompanied our song at leavers' assembly; The school hall, which has become quite shabby, is being repainted over the summer holiday.	Pupil can almost always use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun, across a range of independent writing, using parenthetical commas for embedded relative clauses.	

					Pupil can sometimes structure statements, questions, exclamations sentences and commands.	Pupil can correctly structure statements, questions, exclamations sentences and commands: e.g. <i>The colourful butterfly flew from flower to flower. Where do clouds come from? Beware...whirlwinds can kill! Sift the flour and mix into the other ingredients.</i>	Pupil can confidently and consistently correctly structure statements, questions, exclamations sentences and commands.	With support, pupil can write an increasing range of sentences with more than one clause, using the conjunctions taught so far.	Pupil can write an increasing range of sentences with more than one clause using the conjunctions taught so far and applying the new learning across a range of independent writing: e.g. <i>We still went on our class trip to the water park although it was raining when we set out.</i>	Pupil can consistently and confidently write an increasing range of sentences with more than one clause using the conjunctions taught so far and spontaneously applying the new learning across a range of independent writing.	Pupil can write compound sentences appropriate to the task, using a limited range of conjunctions: e.g. <i>and, because.</i>	Pupil can use a wide range of subordinating conjunctions at the beginning and within sentences to add relevant detail to complex sentences: e.g. <i>We put up our umbrellas when it rained. When it rained we put up our umbrellas.</i>	Pupil can confidently use a wide range of subordinating conjunctions at the beginning and within sentences. They can accurately use commas to mark clauses.	With support, pupil is beginning to use modal verbs or adverbs to indicate degrees of possibility.	Pupil can usually use modal verbs or adverbs to indicate degrees of possibility: e.g. <i>there might be... it could be... we may be... possibly... occasionally.</i>	Pupil can almost always use modal verbs or adverbs to indicate degrees of possibility.	Pupil can, when prompted, use modal verbs or adverbs to indicate degrees of possibility.	Pupil confidently uses modal verbs or adverbs to indicate degrees of possibility: e.g. <i>might have done... could have acted... ought to have listened... should have known usually, frequently, probably, regularly, seldom, almost never.</i>	Pupil can almost always use modal verbs or adverbs to indicate degrees of possibility, including using modals to write about things that never happened: e.g. <i>If dinosaurs had survived, we might have been tucking in to brombous burgers for school dinner today!</i>
					Pupil can, with support, and with some inconsistency make the correct choice in use of present and past tense.	Pupil can consistently make the correct choice in use of present and past tense including the use of the progressive form of verbs in the present and past tense: e.g. <i>Pupil writes she is drumming, she drummed, she was drumming.</i>	Pupil can confidently and consistently make the correct choice in use of present and past tense including the use of the progressive form of verbs in the present and past tense.	With support, pupil is beginning to use some appropriate conjunctions, adverbs and prepositions to express time and cause (and place).	Pupil can usually use a range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) applying the new learning across a range of independent writing: e.g. <i>After lunch, the boys went on the nature trail because we had been told there were some new ducklings and we wanted to see them.</i>	Pupil can consistently and confidently use a range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) spontaneously applying the new learning across a range of independent writing.	Pupil can, when prompted, use some appropriate conjunctions, adverbs and prepositions to express time and cause (and place).	Pupil can usually use a wider range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) applying the new learning across a range of independent writing, e.g. <i>first, then, after, meanwhile, from, where. Despite the dark clouds, pupils were scurrying between the classroom and the field, hoping to finish their insect survey before the storm.</i>	Pupil can consistently and confidently use a wider range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) spontaneously applying the new learning across a range of independent writing.	Pupil is beginning to choose when to use the present perfect tense in contrast to the past where appropriate.	Pupil can usually use the present perfect form of verbs to mark relationships of time and cause: e.g. <i>She has gone on holiday (and is not yet back, or we would write she went on holiday). The coach has left without you (because you have just arrived late).</i>	Pupil is confidently using the present perfect tense and beginning to experiment with using the past perfect in narrative and recount: e.g. <i>Shackleton had begun to plan his expedition years before his departure.</i>	Pupil can, with support, use the present perfect form of verbs to mark relationships of time and cause and is usually able to choose to use the past perfect form to mark relationships of time and cause: e.g. <i>She had known for some time that the money was missing but had hoped it would turn up.</i>	Pupil confidently uses the present perfect form of verbs to mark relationships of time and cause and, with support, is beginning to experiment with using it.	Pupil consistently always uses the present perfect and past perfect forms of verbs to mark relationships of time and cause and combines them appropriately in writing: e.g. <i>They had always intended to have a holiday there but the recent earthquake has changed their plans.</i>
					Pupil can, with some inconsistency correctly use some features of standard written English.	Pupil can, with some consistency, correctly use features of standard written English: e.g. <i>Pupil consciously uses spelling, grammar and punctuation. They use these grammatical terms to discuss their own writing: 'My spelling is better in the middle of the story but I keep forgetting to use a capital letter for Wednesday.'</i>	Pupil can confidently and consistently use features of standard written English.	Pupil can write using the appropriate tense for the task.	Pupil can select the appropriate tense for the task and apply the new learning across a range of independent writing: e.g. <i>I hoped my team would win last week and they did, and I am hoping they will win again tomorrow.</i>	Pupil can consistently and confidently use the appropriate tense for the task and apply the new learning across a range of independent writing.	Pupil can, with support, explain the concept of verb tense (i.e. that it tells the reader whether events are in past, present or future). Pupil's writing shows some awareness of how commonly used verbs are inflected in different tenses. There is some consistency in use of tenses within writing, perhaps with occasional lapses.	Pupil can explain the concept of verb tense. Pupil's writing shows growing awareness of how commonly used verbs are inflected in different tenses. Use of tense in writing is usually consistent with few lapses. Pupil is beginning to use the present perfect form in contrast to the past tense: e.g. <i>I have read three books by that author. The librarian has told me the new title will be in shortly.</i>	Pupil can consistently and confidently write using the appropriate tense for the task, with virtually no lapses, including choosing to use the present perfect tense where appropriate in contrast to the past tense.		Pupil is beginning, with support, to understand how use of the passive voice enables the writer to put the agent of the action in the background: e.g. <i>The contaminated water was poured through a sieve', in contrast to: 'We poured the contaminated water through a sieve'.</i>	Pupil can use the passive voice appropriately in independent writing such as writing up a science investigation: e.g. <i>The temperature of the ice was measured at five-minute intervals or explaining a geographical phenomenon: e.g. Rocks are gradually worn down by rain and wind.</i>	Pupil confidently and appropriately uses the passive voice across a wide range of independent writing, demonstrating understanding of the nuances of meaning thus achieved.		
							With support, pupil can decide whether a noun needs 'a' or 'an' in front of it and sometimes makes the right choice in independent writing: e.g. <i>an apple, an orange and a banana.</i>	Pupil can decide whether a noun needs 'a' or 'an' in front of it and usually makes the right choice in independent writing: e.g. <i>I know that 'a' and 'an' are only used with singular nouns. 'A' is used before a word starting with consonant, for example a rock and 'an' is used before a word starting with a vowel, for example an open box.</i>	Pupil can explain the rules for using 'a' or 'an' and give an example of each. Own writing shows some consistency in applying the rules.	Pupil can usually explain the rules for using 'a' or 'an' and give one or two examples of each. Own writing shows some consistency in applying the rules: e.g. <i>I know that 'a' and 'an' are only used with singular nouns. 'A' is used before a word starting with consonant, for example a rock and 'an' is used before a word starting with a vowel, for example an open box.</i>	Pupil can confidently explain the rules for using 'a' or 'an' and give two or three examples of each. Own writing shows consistency in applying the rules.	Pupil can, with support, use devices to build cohesion, including adverbials of time, place and number.	Pupil can use devices to build cohesion, including adverbials of time, place and number: e.g. <i>linking ideas within and across paragraphs using later, nearby, secondly.</i>	Pupil can almost always use devices to build cohesion, including adverbials of time, place and number.	Pupil can, with support, use devices to build cohesion, including adverbials of time, place and number.	Pupil can usually use devices to build cohesion, including adverbials of time, place and number. Y& tense choices he had seen her before...	Pupil can almost always use devices to build cohesion, including adverbials of time, place and number. Y& tense choices he had seen her before...		

c) Punctuation	Pupil is beginning to demarcate simple and compound sentences accurately and is aware of the use of question marks and exclamation marks as alternatives to the full stop. Pupil is not always consistent in accurate sentence demarcation across a range of dictated and independent writing.	Pupil can demonstrate simple and compound sentences reliably and sometimes uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing.	Pupil confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing and may be beginning to experiment with commas.	When prompted, pupil can use commas in lists, demarcate simple and compound sentences reliably and sometimes uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is not yet consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupil is aware of apostrophes used to mark where letters are missing in spelling and to mark singular possession in nouns but is not yet reliable in their use, sometimes adding a redundant apostrophe to regular plurals.	Pupil confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupil can deploy apostrophes accurately for contractions and to show possession.	Pupil confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupil can accurately use apostrophes for contractions and to show possession and may be beginning to experiment with inverted commas to punctuate direct speech and apostrophes to mark possession in plural nouns.	Pupil is beginning to use inverted commas to punctuate direct speech, though there is some confusion about precisely which words need to be enclosed.	Pupil is using inverted commas confidently and consistently to punctuate direct speech.	Pupil is using inverted commas confidently and consistently to punctuate direct speech and is beginning to use other punctuation connected with inverted commas appropriately; e.g. 'The conductor shouted, 'Sit down!'	With support, pupil can use inverted commas and other punctuation to indicate direct speech but is not yet consistent or reliable. Pupil is beginning to use apostrophes for plural possession and is aware of the need for commas after fronted adverbials.	Pupil can use inverted commas and other punctuation to indicate direct speech consistently and reliably. Pupil can use apostrophes for plural possession commas after fronted adverbials accurately and consistently across a range of independent writing.	Pupil can use inverted commas and other punctuation to indicate direct speech consistently and reliably. Pupil can use apostrophes for plural possession, commas after fronted adverbials accurately and consistently across a range of independent writing. Pupil is beginning to explore the use of commas to clarify meaning or avoid ambiguity; e.g. Let's eat, Joe! NOT Let's eat, Joe!	With support, pupil can identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil is not always sure whether brackets, dashes or commas are the most appropriate in each case and tends to make the same choice every time. Pupil is not yet consistent in deploying commas to clarify meaning or avoid ambiguity; e.g. The children, who had been given ice cream, were happy; and The children who had been given ice cream were happy.	Pupil can identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil can decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently and consistently. Pupil is consistent in deploying commas to clarify meaning or avoid ambiguity; e.g. The children, who had been given ice cream, were happy; and The children who had been given ice cream were happy.	Pupil can identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil can decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently and consistently. Pupil is consistent in deploying commas to clarify meaning or avoid ambiguity; e.g. The children, who had been given ice cream, were happy; and The children who had been given ice cream were happy. Pupil demonstrates this knowledge across a	With support, pupil can use the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists. Pupil is aware of the need to punctuate bullet points accurately and uses hyphens to avoid ambiguity. He opened the treasure chest: it was empty; a nail-biting moment; re-enter; re-interpret.	Pupil can use the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists. Pupil punctuates bullet points accurately and uses hyphens to avoid ambiguity. Pupil applies this knowledge across a wide range of independent writing and is exploring the use of more sophisticated punctuation encountered in their personal wider reading.	Pupil confidently and consistently uses the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists. Pupil punctuates bullet points accurately and uses hyphens to avoid ambiguity. Pupil applies this knowledge across a wide range of independent writing and is exploring the use of more sophisticated punctuation encountered in their personal wider reading.	