

**Transcriptional skills**

<b>Letter formation/ Handwriting</b>				
<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<p>I can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>I can master the tripod grip of a pen/pencil.</p> <p>I can form lower case letters of the correct size, relative to one another.</p> <p>I can use spacing between words that reflects the size of the letters.</p> <p>I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>I am beginning to use the diagonal and horizontal strokes needed to join letters.</p>	<p>I can use the diagonal and horizontal strokes needed to join letters.</p> <p>I can increase the legibility, consistency and quality of handwriting, eg: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>I can see the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined.</p> <p>I can continue to Increase the legibility, consistency and quality of handwriting, eg: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>I can confidently use diagonal and horizontal joining strokes when writing independently to increase fluency.</p> <p>I am beginning to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version</p>	<p>I can choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten, presented version.</p> <p>I can choose the writing implement which is best suited for a task</p>

<b>Phonic and whole word spelling</b>				
<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<p>I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>I can learn new ways of spelling phonemes for which 1 or more</p>	<p>I can split longer words into syllables and identify the phonemes and the graphemes that represent them in each syllable.</p> <p>I can spell further homophones.</p> <p>I can spell words that are often misspelt.</p>		<p>I can spell some words with 'silent' letters.</p> <p>I can continue to distinguish between homophones and other words which are often confused.</p>	

<p>spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>I can learn to spell common exception words.</p> <p>I can distinguish between homophones and near homophones.</p>		<p>I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p>
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Other word building spelling				
Y2	Y3	Y4	Y5	Y6
<p>I am learning the possessive apostrophe (singular)</p> <p>I can learn to spell more words with contracted forms</p> <p>I can add suffixes to spell longer words, including -ment, -ness, -ful, - less, -ly</p> <p>I can show awareness of silent letters in spelling e.g. knight, write</p> <p>I can use -le ending as the most common spelling for this sound at the end of words</p>	<p>I can use further prefixes and suffixes and understand how to add them.</p> <p>I can place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>I can use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p>		<p>I can use further prefixes and suffixes and understand the guidance for adding them.</p> <p>I can use dictionaries to check the spelling and meaning of words.</p> <p>I can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p>	

Composing skills

Planning, drafting and editing				
Y2	Y3	Y4	Y5	Y6
<p>I can write narratives about personal experiences and those of others (real and fictional).</p> <p>I can plan what I am going to write about, including writing down ideas and/or key words and new vocabulary eg: mind-maps.</p> <p>I can sequence what I want to say sentence by sentence.</p> <p>I can make simple additions, revisions and corrections to my own writing by evaluating my writing with the teacher and other pupils.</p> <p>I can read to check that my writing makes sense and that the correct tense is used throughout with the help of an adult where necessary.</p> <p>I can check for errors in spelling, grammar and punctuation with the help of an adult where necessary.</p>	<p>I can use ideas from my own reading and modelled examples to plan my writing.</p> <p>I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary</p> <p>I am beginning to proofread my own and others' work to check for errors (with increasing accuracy) and to make improvements using blue editing pens.</p> <p>I can organise my writing into paragraphs around a theme (e.g. 3 paragraphs - beginning, middle and end).</p>	<p>I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>I can consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>I can proofread and amend my own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion using blue editing pens.</p>	<p>I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>I can consider when planning narratives and orally rehearsing how authors have developed characters and settings in what I have read, listened to or seen performed and use these as a basis for structuring my own writing.</p> <p>I can proofread work to edit longer passages by removing unnecessary repetition or irrelevant details.</p> <p>I can link ideas across paragraphs using cohesive devices.</p> <p>I can proofread my work to assess the effectiveness of my own and others' writing and to make necessary corrections and improvements using blue editing pens.</p>	<p>I can note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>I can use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>I can use a wide range of devices to build cohesion within and across paragraphs.</p> <p>I can consistently proofread for spelling and punctuation errors.</p> <p>When orally rehearsing, I can make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I can recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p> <p>I can use a blue editing pen independently.</p>

Audience, purpose and structure				
Y2	Y3	Y4	Y5	Y6
<p>I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>I can read aloud what I have written with appropriate intonation to make the meaning clear.</p>	<p>I can demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>I can use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>I can create settings, characters and plot in narratives.</p> <p>I am beginning to use dialogue to convey a character.</p>	<p>I can write a range of narratives and nonfiction pieces using a consistent and appropriate structure (including genre specific layout devices eg: text boxes, bullet points etc)</p> <p>I can write a range of narratives that are well- structured and well-paced.</p> <p>I can create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>I can use dialogue to convey a character and to start to advance the action.</p>	<p>I can produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>I can describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>I can use dialogue to convey a character and to advance the action.</p> <p>I can perform my own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>I can distinguish between the language of speech and writing and to choose the appropriate level of formality.</p>

**Technical skills**

Vocabulary development				
Y2	Y3	Y4	Y5	Y6
<p>I can use expanded noun phrases to describe and specify.</p> <p>I can attempt some varied vocab and use some varied sentence openings e.g. time connectives.</p>	<p>I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>I can be selective with my noun phrases to help the reader to get a clearer picture of what I'm describing.</p>	<p>I am starting to select my verbs carefully thinking about shades of meaning so that the verb suits the situation.</p> <p>I am keen to use new vocabulary and try to be more specific with my noun phrases.</p>	<p>I can use a thesaurus to find synonyms to improve my writing.</p> <p>I can use expanded noun phrases to convey complicated information concisely.</p> <p>I can use precise verb and adverb pairings to help convey shades of meaning.</p> <p>use modal verbs or adverbs to indicate degrees of possibility</p>	<p>I can edit my work very carefully to ensure I have the best possible use of vocabulary to convey the meaning, feeling and atmosphere that I am trying to create.</p>

Grammar progression				
Y2	Y3	Y4	Y5	Y6
	<p>I can describe characters and setting using noun phrases.</p> <p>I can use co-ordinating conjunctions like and, but, so, or.</p> <p>I can use sub-ordinating conjunctions like although, after, as, when, if, that, even though, because, until, unless, since.</p> <p>I can use full stops, capital letters, question marks and exclamation marks accurately.</p> <p>I can use commas in a list.</p>	<p>I can use a variety of co-ordinating conjunctions like and, but, so, or, nor, yet.</p> <p>I can use sub-ordinating conjunctions like although, after, as, when, if, that, even though, because, until, unless, since.</p> <p>I can use fronted adverbials to show when, where or how something is happening.</p> <p>I can use a comma to separate a fronted adverbial.</p> <p>I can use inverted commas for speech.</p>	<p>I can use a variety of co-ordinating conjunctions like and, but, so, or, nor, yet.</p> <p>I can use sub-ordinating conjunctions like although, after, as, when, if, that, even though, because, until, unless, since.</p> <p>I can use relative clauses to add extra information.</p> <p>I can use brackets, dashes and commas for parenthesis.</p> <p>I can use all speech conventions.</p>	<p>I can use a variety of co-ordinating conjunctions like and, but, so, or, nor, yet.</p> <p>I can use sub-ordinating conjunctions like although, after, as, when, if, that, even though, because, until, unless, since.</p> <p>I can vary the position of the subordinating clause to sometimes have it first.</p> <p>I can use commas to separate clauses.</p> <p>I can use speech to convey character or move the action forward.</p>

Punctuation progression				
Y2	Y3	Y4	Y5	Y6
<p>I can use capital letters and full stops in all sentences.</p> <p>I can use an apostrophe to replace the letter omitted in a two-word contraction. E.g. Can't (Cannot).</p> <p>I can use question marks and exclamation marks.</p> <p>I am beginning to use commas in simple lists.</p> <p>I can use possessive apostrophes for a singular noun e.g. Megan's</p>	<p>I can use apostrophes to mark singular possession in nouns, e.g. the girl's name.</p> <p>I can use commas in simple lists.</p> <p>I am beginning to use inverted commas to show when someone is speaking (direct speech). E.g. "I'll meet you at the harbour."</p> <p>I am beginning to use commas after fronted adverbials.</p>	<p>I can use an apostrophe to show possession (both singular and plural nouns).</p> <p>I can use an apostrophe where a plural ends in 's'. James' cat.</p> <p>I can use inverted commas to demarcate direct speech accurately. "Stop!" he shouted.</p> <p>I can use commas after fronted adverbials.</p> <p>I can use a comma to indicate clauses in a sentence. He left the house quietly, then slipped silently away.</p>	<p>I can use inverted commas to demarcate indirect speech. E.g. "He ran away without stopping," the man told the policeman.</p> <p>I can punctuate direct and indirect speech.</p> <p>I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun.</p> <p>I can use brackets, dashes or commas to indicate parenthesis</p> <p>I can use ellipses to good effect. Suddenly...</p>	<p>I can use a wide range of punctuation including hyphens, colons, semicolons, brackets and ellipses accurately.</p> <p>I can use brackets, dashes or commas to group and order associated information.</p> <p>I can use the full range of punctuation to good effect across a wide range of writing genres.</p>