



	Purposeful	Organised	Word Wonder	Grammar Giant	Super Speller	Handwriting Hero
Year 5	<p>Identify the correct audience and purpose and select the appropriate form in note taking and writing (age-appropriate).</p> <p>Understand how authors have developed characters and settings in narratives.</p> <p>Assess the effectiveness of own and others' writing.</p> <p>Perform own compositions, using appropriate intonation.</p>	<p>Organise and present writing to guide the reader (for example headings, bullet points, underlining).</p> <p>Use a range of techniques for paragraph cohesion.</p> <p>Use devices to build cohesion in a paragraph (for example then, after, than, firstly).</p> <p>Structure paragraphs confidently.</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives (for example to describe settings, characters, develop atmosphere and use dialogue to enhance character and action).</p> <p>Learn how words are related by meaning (synonyms).</p> <p>Understand the differences between formal and informal language.</p> <p>Locate and identify expanded noun phrases.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use passive and active voice.</p> <p>Indicate degrees of possibility with modal verbs.</p>	<p>Use brackets, dashes or commas to mark parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Begin to use hyphens.</p> <p>Use bullet points correctly.</p> <p>Convert nouns and adjectives into verbs using suffixes ('-ate', '-ise', '-ify').</p> <p>Use prefixes for verbs ('dis-', 'de-', 'mis-', 'over-', 're-').</p> <p>Use relative clauses beginning with who, which, where, why, whose, that.</p> <p>Use correct subject-verb agreement and consistent use of tense.</p>	<p>Spell homophones and other words that are often confused (for example Licence/license, practice/practise)</p> <p>Spell words ending in -cious or -tious.</p> <p>Spell correctly words ending in -cial or -tial.</p> <p>Spell words ending in -able and -ible.</p> <p>Spell words with ei after c.</p> <p>Spell words with the letter string ough.</p>	<p>Form and shape letters correctly and consistently.</p> <p>Use diagonal and horizontal joins in cursive script.</p> <p>Distinguish which letters are left unjoined and apply this consistently in writing.</p>
Year 6	<p>Identify the correct audience and purpose and select the appropriate form in note taking and writing (age-appropriate).</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Organise and present writing to guide the reader (headings, bullet points, underlining).</p> <p>Precise longer passages.</p> <p>using a wide range of clause structures, sometimes varying their position within the sentence</p> <p>Use layout devices such as headings, subheadings, bullets, tables to structure text.</p> <p>Link ideas across text using cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis, adverbials.</p>	<p>using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Use consistent and correct use of tense.</p> <p>creating atmosphere, and integrating dialogue to convey character and advance the action</p> <p>Learn how words are related by meaning as synonyms and antonyms (big, large, little).</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</p> <p>selecting verb forms for meaning and effect</p> <p>Use adverbials of time, place and number to link across paragraphs (for example later, nearby, secondly. Or tense choices He had seen her before).</p>	<p>Some correct use of semicolon, colon and dash to mark boundary between clauses.</p> <p>Use a colon to introduce a list.</p> <p>Use hyphens to avoid ambiguity.</p> <p>selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</p> <p>managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures</p> <p>using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.</p>	<p>Use a hyphen.</p> <p>Use of words ending in -ant, -ance/-ancy, -ent, -ence/-ency.</p> <p>Add suffixes beginning with vowel letters to words ending in -fer (referee, preference).</p> <p>Use of words with 'silent' letters.</p> <p>spelling most words correctly* (years 5 and 6)</p>	<p>maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p>

Year 5: 33 statements: 5 - 12 = Emerging 13 - 22 = Developing 23+ = Secure **KS2 Interim Teacher Assessment Framework statements Y5 NYG = 28 statements + emerging**

Year 6: 26 statements: 4 - 10 = Emerging 11 - 17 = Developing 18+ = Secure Working at = **All KS2 Interim Teacher Assessment Framework statements**
Greater Depth = **All working at statements + all greater depth statements**