

Writing Skills progression/Long Term Planning Year R-6

|  Cumnor C of E Primary School | Autumn/ Step 1 | Spring/ Step 2 | Summer/ Step 3 | End of Year expectations |
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| YEAR R Range of genres/text types to include: | Cards Lists Letters Story mapping Labels Descriptive | Comic strip writing Instructions/ Recipe Descriptive writing Letters Cards Story mapping Labels | Descriptive writing Letters Cards Information poster Instruction/ Recipe Story mapping Story writing Labels | |
| Writing | <p>I use and enjoy mark making materials and give meaning to my marks.</p> <p>I can write my name, although some letter formations may be incorrect and there is a mixture of lower/upper case letters.</p> <p>I can write single letters or groups of letters that represent meaning.</p> <p>I can form lower case letters correctly.</p> | <p>I can write some coherent statements, although spelling and letter formation may not be accurate.</p> <p>I can hold a pencil effectively.</p> <p>I show an awareness of sequencing of letters by spelling common single syllable words correctly in my writing.</p> <p>I can form upper case (capital letters correctly)</p> | <p>I can spell some common words and make phonic attempts at spelling other words.</p> <p>I can write 3 or more simple sentences that can be read without my help and that make sense.</p> <p>I can write lower and upper case letters correctly</p> | <p>I can use my phonic knowledge to write words that match my spoken sounds.</p> <p>I can re-read what I have written to check that it makes sense.</p> <p>I can write some irregular common words.</p> <p>I can write simple phrases and sentences that can be read by me and others</p> <p>I can write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>I can spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>I can write recognisable letters, most of which are correctly formed. Form lower-case and capital letters correctly</p> |

|  Cumnor C of E Primary School | | Autumn/ Step 1 | Spring/ Step 2 | Summer/ Step 3 | End of Year expectations |
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| YEAR 1 Range of genres/text types to include: | | Stories Labels and captions (castles) Recipe (Christmas) Descriptive writing (dragons) Cards | Stories Information posters Labels (maps) Recounts Cards Acrostic poems (seasons) | Stories Information (dinos) Diary entry (explorers) Cards Interview questions (explorers) | |
| Key terminology | | letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. | | | |
| T R A N S C R I P T I O N | Spelling | I am beginning to spell common exception words. | I can spell more common exception words. | I can spell most common exception words. | I can spell most Year 1 common exception words. |
| | | I am beginning to name the letters of the alphabet. | I can recall the letters of the alphabet from memory. | I can list the letters of the alphabet in order. | I can name the letters of the alphabet in order. |
| | | I can say a word slowly to hear all the phonemes. | I can represent the phonemes I hear with increasing phonic plausibility. | I can spell words containing each of the 40+ phonemes already taught. | I can make phonetically plausible attempts at words I have not yet learnt. |
| | | I can segment spoken words into individual phonemes. | I can add suffixes -ing and -ed to a root word where no change is needed in spelling. | I can confidently use letter names to distinguish between different spellings with the same sound. | I can spell words containing each of the 40+ phonemes already taught. |
| | | I can represent the phonemes I hear with phonically plausible spellings (ie not always correctly). | I am beginning to understand the difference between singular and plural. | I am able to use different ways of spelling long vowel phonemes. | I can add the taught prefixes and suffixes correctly. |
| | | I can add 'ing', 'ed' and 'un' to basic root words (verbally). | I can apply simple spelling rules. | I can add 'er', 'est' to a basic root word where no change is needed in spelling. | I can write simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far. |
| | | I am starting to spell the days of the week. | I can spell the days of the week. I can notice the prefix 'un' and what effect it has on words. | I understand and use singular and plural and add s or es to words where no change in spelling is needed. (i.e. not words ending in -y) | |

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| | | | | <p>I can add the prefix 'un' and recognise its impact.</p> <p>I can write a simple dictated sentence.</p> | |
| | Handwriting | <p>I can sit correctly at the table.</p> <p>I can hold a pencil comfortably and correctly, appropriately to my 'preferred' hand.</p> <p>I am beginning to write lower case letters in the correct direction, starting and finishing in the correct place.</p> <p>I can form the digits 0-9.</p> <p>I can form some capital letters.</p> | <p>I can write lower case letters in the correct direction, starting and finishing in the correct place.</p> <p>I can form an increasing number of capital letters correctly.</p> <p>I am beginning to identify letters that belong to the same 'handwriting families'.</p> | <p>I am beginning to write letters that are all a consistent size.</p> <p>I am beginning to join letters that belong to the same 'handwriting families'.</p> <p>I can form the majority of capital letters.</p> | <p>I can form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>I am beginning to write letters that are all a consistent size.</p> <p>I am starting to <u>join</u> letters that are in the same 'handwriting family'.</p> <p>I can write capital letters and digits.</p> <p>I can use spacing between words that reflects the size of the letters.</p> |
| | Composition | <p>I can think about what I am going to write before I start.</p> <p>I can plan a coherent sentence.</p> <p>I can explore different reasons for writing.</p> <p>I can use words learnt in phonics work in my own writing.</p> | <p>I can tell a peer or adult what I want to write about.</p> <p>I can repeat my sentence before writing so that it is clear in my head and helps me to remember it.</p> <p>I can write two or more sentences that link together.</p> <p>I can recognise simple features of different genres of writing including poetry, real events and fictional experiences and begin to show these in my own writing.</p> <p>I can think about the purpose of my writing.</p> <p>I can read aloud my writing clearly enough to be heard by my peers and the teacher and to check it makes sense.</p> | <p>I can plan or say out loud what I am going to write about.</p> <p>I can compose a sentence orally before writing.</p> <p>I can sequence sentences to form short narratives.</p> <p>I can write in a variety of different genres including: poetry, real events, fictional experiences.</p> <p>I can write for different purposes.</p> <p>I can use and apply what I have learnt through sentence and word work.</p> <p>I can re-read what I have written to check that it makes sense.</p> <p>I can evaluate what I have written</p> | <p>I can plan or say out loud what I am going to write about.</p> <p>I can compose a sentence orally before writing.</p> <p>I can sequence sentences to form short narratives.</p> <p>I can write in a variety of different genre including: poetry, real events, fictional experiences and for different purposes.</p> <p>I can use and apply what I have learnt through sentence and word work.</p> <p>I can re-read what I have written to check that it makes sense.</p> <p>I can discuss what I have written with the teacher or another pupil.</p> |

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| | | | with the teacher or another pupil. | |
| Vocab and Grammar | <p>I can use a simple sentence structure.</p> <p>I understand what a statement is.</p> <p>I can understand what a question is.</p> <p>I understand what an exclamation is.</p> <p>I know a verb as a 'doing word'.</p> | <p>I am beginning to use the conjunction 'and'.</p> <p>I can use a question.</p> <p>I can use an exclamation.</p> <p>I am beginning to use adjectives (colour, shape, size, emotion).</p> <p>I am starting to use adjectives to add description to nouns.</p> | <p>I can use the conjunction 'and', call it a 'joining word' and am beginning to use other joining words e.g. but, because.</p> <p>I am beginning to use a series of simple sentence structures which may be repeated to write a story or recount.</p> <p>I can write a statement, question and exclamation appropriately.</p> <p>I can use adjectives to create an effect.</p> <p>I can write a simple sentence dictated by the teacher.</p> | <p>I can use the coordinating conjunction 'and'.</p> <p>I can use and identify statements, questions and exclamations.</p> <p>I can use a range of adjectives to describe nouns.</p> <p>I can write simple sentences from memory dictated by the teacher.</p> |
| Punctuation | <p>I can leave spaces between my words to help the reader see what I have written.</p> <p>I can use full stops at the end of sentences.</p> <p>I can match familiar looking capital and lower case letters.</p> <p>I can write capital letters at the start of some words e.g. my name.</p> | <p>I understand what a sentence is and that it has a capital letter and a full stop.</p> <p>I can match capital letters and lower case letters which are visually dissimilar.</p> <p>I can write an increasing number of capital letters e.g. in the days of the week and my friend's names.</p> | <p>I can use capital letters for proper nouns and the personal pronoun 'I'.</p> <p>I can use capital letters at the start of sentences and full stops at the end.</p> <p>I am aware of all capital letters/lower case pairs.</p> <p>I am beginning to use question marks and exclamation marks.</p> | <p>I can consistently use spaces between my words.</p> <p>I can use capital letters and full-stops to demarcate sentences.</p> <p>I can use capital letters for proper nouns and the personal pronoun 'I'.</p> |

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| YEAR 2 Range of genres/text types to include: | | Instructions (recipes) Recounts (familiar setting) Posters (safety) Descriptive poetry (bonfire, Remembrance day and Christmas) | Non chronological reports (Africa) Character and setting descriptions (<i>Journey - Aaron Becker and Africa</i>) Postcards from African landmarks and real life Journey stories (travelling stories) | Explanation texts (life cycles, habitats) Extended stories (<i>Robin Hood, Hedgehog</i>) Rhyming and Nonsense poetry (<i>Ning Nang Nong</i>) Letters (Thank you, real life) | |
| Key terminology | | <p>Year 1 terminology to revise: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p> <p>Year 2 terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.</p> | | | |
| T R A N S C R I P T I O N | Spelling | I can segment spoken words into phonemes and represent these using graphemes, spelling correctly and in the right order. | I can segment spoken words into phonemes and represent these using graphemes, spelling correctly and in the right order. | I can segment spoken words into phonemes and represent these using graphemes, spelling correctly and in the right order. | <p>I can segment words into phonemes and record these as graphemes, spelling many of these words correctly and making phonically plausible attempts at others.</p> <p>I can add suffixes to spell longer words (less, ment, ness).</p> <p>I can use the suffixes 'er', 'est' in adjectives and 'ly' to turn adjectives into adverbs.</p> <p>I can distinguish between a homophone and a near homophone.</p> |
| | | I am beginning to segment multi-syllabic words. | I can segment multi-syllabic words. | I can confidently segment multi-syllabic words. | |
| | | I can identify a homophone. | I can use suffixes in adjectives and adverbs. | I can add suffixes to spell longer words (less, ment, ness, ful, ly). | |
| | | I am aware that words are not always spelt like they sound. | I can identify a near homophone. | I can distinguish between homophones and near homophones. | |
| | | I can write simple sentences using Grapheme Phoneme Correspondences (GPC). | I am learning an increasing number of common exception words. | I can spell most of the common exception key words. | |

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| | | | I can write simple sentences using Grapheme Phoneme Correspondences (GPC). | I can spell some contracted words. | <p>I can spell many common exception words.</p> <p>I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> |
| Handwriting | I can form lower-case letters of the correct size relative to one another. | I can form letters (capitals and lower case) and digits of the correct size. | <p>I can use spacing between words that reflects the size of the letters.</p> <p>I am developing a joined style, using the diagonal and horizontal strokes needed to join letters.</p> <p>I can understand which letters, when adjacent to one another, are best left unjoined.</p> | <p>I can form lower-case letters of the correct size relative to one another.</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 can use spacing between words that reflects the size of the letters.</p> <p>I can use some of the diagonal and horizontal strokes needed to join letters, noticing which letters are better left unjoined.</p> | |
| Composition | <p>I enjoy writing simple messages for myself, my friends and other adults to read.</p> <p>I am beginning to write simple narratives from personal experiences.</p> <p>I need to plan or say out loud what I am going to write, sentence by sentence.</p> <p>I can reread my writing with the teacher to check for improvements.</p> | <p>I am happy to improve aspects of my writing.</p> <p>I can write simple narratives from personal experiences.</p> <p>I can create a simple written plan using some key words to help</p> <p>I am beginning to independently reread to check my writing makes sense.</p> | <p>I take pride in my writing.</p> <p>I can write for different purposes.</p> <p>I can write a simple plan including a range of features.</p> <p>I can develop and order my ideas through participation in drama/role play/improvisation.</p> <p>I can check my writing makes sense and make improvements.</p> | <p>I am positive about writing and I am building a writing stamina.</p> <p>I can write in different styles and for different purposes, including: narratives, letters, information texts, description, recounts.</p> <p>I can construct and use a plan to order my writing.</p> <p>I can write down ideas and/or key words, including new vocabulary to plan my writing.</p> <p>I can re-read and read my writing aloud to check it makes sense.</p> | |

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| | | | | <p>I can proof read to make improvements to spelling, grammar and punctuation.</p> <p>I can evaluate my writing with the teacher and other pupils.</p> |
| Vocab and Grammar | <p>I can use 'and' or 'but' to join my sentences.</p> <p>I can identify subordinating conjunctions within a text such as: when, if, that, because.</p> <p>I can use statements, questions, exclamations and commands for effect.</p> <p>I can identify adjectives and their effect on the reader.</p> <p>I can identify past and present tense verbs.</p> <p>I can write sentences dictated by the teacher.</p> | <p>I can consistently use 'and' or 'but' to join my sentences.</p> <p>I can use subordinating conjunctions such as: when, if, that, because.</p> <p>I can use adjectives to add information about a noun.</p> <p>I can identify imperative verbs.</p> <p>I can use the past and present tense verbs correctly.</p> <p>I can use simple gender forms.</p> <p>I can use new vocabulary in my writing, which I have taken from my reading/whole class discussions.</p> | <p>I can use appropriate conjunctions in my writing.</p> <p>I can select appropriate words for effect.</p> <p>I can use appropriate adjectives in my writing.</p> <p>I am beginning to use appropriate imperative verbs.</p> <p>I can consistently use the present and past tense of verbs in my writing.</p> <p>I can write simple sentences using exception words and punctuation.</p> <p>I can discuss language using an increasing number of technical terms.</p> | <p>I can use coordinating conjunctions: 'and', 'or', 'but'.</p> <p>I can use subordinating conjunctions such as: when, if, that, because.</p> <p>I can use and identify statements, questions, exclamations and commands.</p> <p>I can check that verbs including imperatives are used correctly & consistently.</p> <p>I can use adjectives to add information about a noun (i.e. expand a noun phrase to describe and specify).</p> <p>I can consistently use the present and past tense of verbs.</p> |
| Punctuation | <p>I can explain why a proper noun needs a capital letter.</p> <p>I understand the purpose of question marks and exclamation marks.</p> <p>I can identify apostrophes and discuss how they are used.</p> <p>I can explain what a comma does.</p> | <p>I can use capital letters for proper nouns, the personal pronoun 'I' and at the start of sentences.</p> <p>I choose the correct punctuation to end a sentence (full-stop, question mark, exclamation mark).</p> <p>I can use a string of capital letters for effect.</p> <p>I can use apostrophes for contracted forms.</p> | <p>I can use capital letters, full stops, question marks and explanation marks to demarcate sentences.</p> <p>I can use apostrophes for contractions e.g. don't.</p> <p>I can use commas to form a list.</p> <p>I can begin to use speech marks around spoken text.</p> | <p>I can use and understand the effect of appropriate punctuation to demarcate sentences.</p> <p>I can use capital letters for proper nouns.</p> <p>I can use apostrophes for contractions.</p> <p>I can use commas in a list.</p> <p>I can begin to use speech marks around spoken text.</p> |

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| | | <p>I am beginning to use commas in a list.</p> <p>I can identify speech marks in a text.</p> | | |
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|  Cumnor C of E Primary School | | Autumn/ Step 1 | Spring/ Step 2 | Summer/ Step 3 | End of Year expectations |
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| YEAR 3 Range of genres/text types to include: | | Fantasy Poems Fantasy story writing Retelling fantasy stories Historical reports Retelling ancient myths Instructions and explanations Letter writing | Newspaper articles Radio and news reports Character studies Book reviews Playscripts Instructional texts | Multicultural adventure stories Indian poems, stories and films Shape poems Information texts | |
| Key terminology | | <p>Year 2 terminology to revise: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.</p> <p>Year 3 terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas (speech marks).</p> | | | |
| T R A N S C R I P T I O N | Spelling | I can use the first two or three letters of a word to check its spelling in a dictionary. I can use some strategies to help me learn to spell words. | I am using an increasing range of strategies to help me learn new words. I am able to practise new spellings and check whether I have written them correctly. | I use a dictionary to edit my writing. I can spell further homophones. I can spell words that are often misspelt. | <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>I can spell some of the words from the Y3/4 word list.</p> <p>I can use a range of strategies to help me learn to spell new words correctly.</p> |
| | Specific spelling coverage (from Babcock) | Start Y3/4 statutory words. Revise suffixes: -s, -es, -ed, -ing, -er. Revise prefix un- and teach dis- Rarer GPCs words with the /ei/ sound spelt ei, eigh, or ey (ey - they, ei - vein, eigh - eight, aigh - straight). Homophones: brake/break, grate/great, eight/ate, weight/wait, son/sun. | Continue Y3/4 statutory words. Suffixes – ness and –ful. Suffixes –less and –ly after a consonant. Prefixes sub- and tele-. Prefixes super- and auto-. /j/ spelt ch – chef, sh – shop, s – sure, ss- mission, ci – special. Homophones: here/hear, | Complete Y3/4 statutory words. Revisit previously taught suffixes. Revise suffix –ly. Revise vowel digraphs. Words with ou: young, touch, double, trouble, country. Homophones: heel/heal/he'll, plain/plane, groan/grown, | |

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| | | <p>Prefixes: mis- and re- .</p> <p>Rarer GPCs: i - in, y - gym (o - women, u - busy, ui - build, e - pretty) myth, gym, Egypt, pyramid, mystery.</p> <p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</p> | <p>meat/meet, knot/not.</p> <p>Words with /k/ spelt ch – school, chorus, character.</p> | <p>rain/rein/reign.</p> <p>Y making /i/ in the middle of a word – myth, gym, Egypt, pyramid, mystery.</p> | |
| | <p>Handwriting</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 can use spacing between words that reflects the size of the letters.</p> <p>I am beginning to use the lead in and lead out strokes to join my letters (see school h/writing policy).</p> <p>I can check that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p> | <p>I understand which letters are best left unjoined.</p> <p>I can check on the consistency of my handwriting e.g. ensuring that the downstrokes of letters are parallel and equidistant.</p> | <p>I correctly form my ascenders and descenders.</p> <p>I take pride in how my writing looks.</p> <p>I can check all aspects of clarity and consistency in my handwriting.</p> | <p>I can write legibly with letters of consistent size and orientation in a cursive style.</p> <p>I make sure my written work is neatly presented.</p> |
| | <p>Composition</p> | <p>I can identify the genre/text type of texts similar to that which I'm planning to write.</p> <p>I can discuss ideas for my writing.</p> <p>I can compose and rehearse sentences orally.</p> <p>I understand the term paragraph as a way of grouping related material.</p> <p>I can use headings and subheadings to organise my non-fiction writing.</p> | <p>I can identify how structure, vocabulary and grammar affects the genre of a text.</p> <p>I can note down my ideas for writing.</p> <p>I can orally compose sentences trying out a variety of rich vocabulary and range of sentence structures.</p> <p>I can use paragraphs in my own writing.</p> <p>I can identify and use different features to organise my</p> | <p>I can talk about a genre of writing identifying its structure, vocabulary and grammar.</p> <p>I can discuss and record my ideas to help me plan my writing.</p> <p>I can compose and rehearse sentences orally and look for ways to improve them through a range of varied and rich vocabulary and range of sentence structures.</p> <p>I can organise my writing in paragraphs around a theme.</p> | <p>I can use the features of different genres/text types in my writing, organising my text appropriately.</p> <p>I can make a simple plan to help with my writing.</p> <p>I can write sentences with a range of sentence structures.</p> <p>I can organise my writing in paragraphs around a theme.</p> <p>I can use simple organizational devices and features of non-fiction writing.</p> |

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| | <p>I can write a story with a clear beginning, middle and end.</p> <p>I can check back through my work and make corrections.</p> | <p>non-fiction writing.</p> <p>I can develop characters and settings in my story writing.</p> <p>I can proofread my work to check for spelling, grammar and punctuation errors.</p> | <p>I can use the various features of non-fiction writing.</p> <p>I can create settings, characters and plot in narrative writing.</p> <p>I can assess the effectiveness of my own and others' writing and suggest improvements.</p> <p>I can evaluate what I have written with the teacher or another pupil.</p> | <p>I can write a story with a clear plot.</p> <p>I can create interesting characters and settings in my stories.</p> <p>I can proofread my work to check for spelling, grammar and punctuation errors.</p> <p>I can assess the effectiveness of my writing and suggest improvements.</p> |
| <p>Vocab and Grammar</p> | <p>I am beginning to use a variety of conjunctions, adverbs and prepositions to express time and cause.</p> <p>I can develop the range of time and linking words used to start sentences.</p> <p>I am beginning to identify and understand the main clause in a sentence.</p> <p>I understand what a noun or pronoun is and am beginning to use these in my writing.</p> <p>I understand that bossy verbs are known as imperative verbs.</p> <p>I understand the term preposition in relation to position.</p> <p>I understand how using adjectives improves description.</p> <p>I understand how to use the determiner a, or, an according to whether the next word begins with a consonant or vowel.</p> | <p>I can use a variety of conjunctions, adverbs and prepositions to express time and cause.</p> <p>I can use a variety of sentence openers to add interest.</p> <p>I can write sentences with a clear main clause.</p> <p>I understand the difference between a clause and a phrase.</p> <p>I can use accurate nouns and pronouns in my writing.</p> <p>I can identify regular and irregular verbs.</p> <p>I can use prepositions to show position of objects in relation to one another.</p> <p>I can use selected adjectives to create variety and add impact.</p> <p>I can develop my use of adverbs.</p> <p>I consistently use the correct determiner.</p> | <p>I can express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or prepositions (before, after, during).</p> <p>I can develop my repertoire of sentence openers.</p> <p>I am beginning to identify the subordinate clause in a sentence and can write sentences that contain main and subordinate clauses.</p> <p>I can use nouns or pronouns appropriately to avoid repetition.</p> <p>I can use imperative, regular and irregular verbs accurately when required in a range of genre.</p> <p>I can accurately use preposition to show position of objects in relation to one another.</p> <p>I can consider the impact that different adjectives and adverbs have in my writing.</p> | <p>I can express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or prepositions (before, after, during).</p> <p>I can confidently use a range of sentence openers to create variety and effect.</p> <p>I can identify the main and subordinate clause in a sentence.</p> <p>I use the correct and most appropriate form of verbs in my writing.</p> <p>I can use pronouns appropriately for clarity.</p> <p>I can accurately use prepositions.</p> <p>I can confidently use a range of adjectives and adverbs to create variety and effect.</p> <p>I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns.</p> |

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| | | | I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns. | |
| Punctuation | <p>I can confidently use capital letters and full stops to demarcate a sentence.</p> <p>I am developing confidence in using inverted commas in direct speech.</p> <p>I am confidently using commas in a list.</p> <p>I can use apostrophes for omission/contraction.</p> | <p>I can punctuate speech accurately in my writing.</p> <p>I am beginning to use a comma to mark a pause in a complex sentence.</p> <p>I can use apostrophes to show singular possession.</p> <p>I can use question and exclamation marks regularly and appropriately.</p> | <p>I can use speech appropriately in my writing.</p> <p>I can use commas to mark pauses in a complex sentence.</p> <p>I know the difference between using an apostrophe for omission/contraction and for singular possession.</p> <p>I can talk about how I use apostrophes in my writing.</p> | <p>I can punctuate speech correctly using inverted commas and other punctuation marks.</p> <p>I can use a comma to mark a pause in a complex sentence.</p> <p>I can use apostrophes accurately when spelling contractions and for singular possession.</p> <p>I consistently use the punctuation rules I learn in KS1 for capital letters, full-stops, question marks, exclamation marks and commas for lists.</p> |

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| YEAR 4 Range of genres/text types to include: | Personal recount Narrative poetry Narratives with familiar settings Instructions Plays and dialogues Poetry rooted in historical issues | Stories with historical settings Information texts Newspaper reports | Descriptive writing Narrative recount Explanation texts Discursive texts that raise issues Image poetry Advertising texts | |
| Key terminology | Year 3 terminology to revise: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas (speech marks). | | | |

| | | Year 4 terminology: determiner, pronoun, possessive pronoun, adverbial | | | |
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| T R A N S C R I P T I O N | Spelling | <p>I understand the basic rules for singular and plural nouns.</p> <p>I can apply spelling rules when using an apostrophe for possession.</p> | <p>I can use the standard English forms verb inflections (e.g. we were not we was).</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p> | <p>I can use and apply each of the rules within my writing.</p> <p>I can locate words which are often misspelt in my own and other's writing</p> <p>I can practise these words in order to learn the accurate spelling</p> | <p>I can use the first two or three letters of a word to check a spelling in a dictionary.</p> <p>I can spell most words from the Y3/4 word list.</p> <p>I can write simple sentences dictated by the teacher including spellings that have been taught.</p> |
| | Specific spelling coverage (from Babcock) | <p>Yr3/4 statutory word list: accident - increase.</p> <p>Homophones: their/there/they're, our/are, peace/piece, main/mane, fair/fare.</p> <p>Words with endings sounding like /ʒə/ eg. measure, treasure, pleasure, enclosure.</p> <p>Prefixes: in-, il-, im- eg. illegal, illegible, impossible, impatient, imperfect, irregular, irresponsible.</p> <p>Revise /eɪ/ sound spelt ei, eigh, ey.</p> <p>Suffixes: Adding suffixes beginning with vowel letters to words of more than one syllable -ing, -ing,-er, -en, -ed.</p> <p>Forming plural nouns.</p> | <p>Yr3/4 statutory word list: important - women.</p> <p>Word endings: -ture and -sure.</p> <p>Homophones: scene/seen, mail/male, bawl/ball, whether/weather, missed/mist, who's/whose, medal/meddle.</p> <p>Prefixes: ir-, inter-, anti-.</p> <p>Word endings: -cian, -sion, -tion, -ssion.</p> | <p>Yr3/4 statutory word list: assess and revisit problem words.</p> <p>Rare GPCs: /s/ spelt sc as in science, abscess, ascend, descend.</p> <p>Word endings: -sion, eg division, confusion. division, invasion, confusion, decision, television, collision.</p> <p>Word endings: -ous, eg. poisonous, dangerous, famous, enormous, jealous, serious, hideous, humorous.</p> <p>Prefixes: un-, dis-, in, re-, sub-, inter-, super-, anti-, auto-</p> <p>Adding suffix -ly including words ending in y, le and ic: sadly, completely, usually, finally, happily, angrily, gently, simply, basically, dramatically.</p> | |
| | Handwriting | <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 can use spacing between words</p> | <p>I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left</p> | <p>I am increasing the legibility, consistency and quality of my handwriting.</p> | |

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| | | that reflects the size of the letters. | un-joined. | | My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. |
| Composition | | <p>I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>I can use simple organisational devices effectively in non-narrative material. (e.g headings, subheadings)</p> <p>I can use paragraphs as a way to group related material.</p> <p>I can develop skills in proof-reading for spelling and punctuation errors.</p> | <p>I can recognise the benefit to my writing of constructing sentences in different ways.</p> <p>I can record ideas in note form.</p> <p>I can organise my writing into paragraphs around a theme.</p> <p>I can compose and rehearse sentences orally (including dialogue).</p> <p>I can write narratives with clear plots, settings and characters.</p> <p>I can organise paragraphs around a theme.</p> <p>I can edit and improve my writing.</p> | <p>I can use an increasing range of sentence structures.</p> <p>I can develop cohesion between sentences (e.g. through using a wider range of conjunctions, adverbs etc.)</p> <p>I can demonstrate my understanding of paragraphs in my writing.</p> <p>I can re-order sentences for effect.</p> <p>I can write effectively in a variety of genre.</p> <p>I can read my writing aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear.</p> <p>I can evaluate what I have written with the teacher or another pupil.</p> | <p>I can compose sentences using a range of sentence structures.</p> <p>I can use organisational devices to structure my non-fiction writing.</p> <p>I can write effectively in different styles and for different purposes.</p> <p>I can consistently write in organised paragraphs.</p> <p>I can proof-read my writing for spelling and punctuation errors.</p> |

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| <p>Vocab and Grammar</p> | <p>I can express time, place and cause using conjunctions (when, before, after).</p> | <p>I can express time, place and cause using conjunctions, adverbs or prepositions.</p> | <p>I use conjunctions, adverbs and prepositions accurately in my work.</p> | <p>I can write sentences with more than one clause by using conjunctions.</p> |
| | <p>I can identify the main clauses in sentences I have written. I know the difference between phrases and clauses.</p> | <p>I can identify fronted adverbials and begin to use them in my writing.</p> | <p>I can use fronted adverbials effectively.</p> | <p>I can regularly use fronted adverbials in my writing.</p> |
| | <p>I am developing my use of specific nouns and powerful verbs.</p> | <p>I can identify the main and subordinate clause in a sentence.</p> | <p>I can use a variety of sentences with more than one clause.</p> | <p>I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.</p> |
| | <p>I am using a range of nouns or pronouns.</p> | <p>I can write sentences with more than one clause through the use of conjunctions.</p> | <p>I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.</p> | <p>I can confidently use a range of nouns and pronouns accurately in my writing.</p> |
| | <p>I understand what an adverb is and can use them in sentences.</p> | <p>I can choose specific nouns and powerful verbs depending on the purpose of my writing.</p> | <p>I can confidently use a range of nouns and pronouns.</p> | <p>I can use a range of new and varied vocabulary in my writing.</p> |
| | <p>I am beginning to use a dictionary to check the meaning of new words.</p> | <p>I can recognise and use expanded noun phrases.</p> | <p>I can draw on a varied and rich vocabulary bank to use in independent writing.</p> | <p>I can improve my writing by replacing words and phrases with more ambitious or precise choices.</p> |
| | <p>I am becoming familiar with using a thesaurus to expand vocabulary.</p> | <p>I can use pronouns appropriately to avoid repeating the noun.</p> | <p>I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns.</p> | |
| | <p>I can explain and demonstrate the difference between plural and possessive 's'.</p> <p>I can try out new and varied vocabulary.</p> | <p>I can use the standard English forms verb inflections (e.g. we were not we was).</p> <p>I vary my word choices to avoid repetition.</p> | | |

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| <p>Punctuation</p> | <p>I can revise the use of basic punctuation and use it to punctuate my writing accurately.</p> <p>I can use inverted commas to punctuate direct speech.</p> <p>I can compare the apostrophe for omission with the apostrophe for possession.</p> <p>I can apply rules when using an apostrophe for possession.</p> | <p>I can punctuate speech accurately in my writing.</p> <p>I can use commas after fronted adverbials.</p> <p>I can use a comma to mark a pause in a complex sentence.</p> <p>I can indicate possession by using the possessive apostrophe with plural nouns.</p> | <p>I consistently use speech punctuation, commas and apostrophes in my writing.</p> | <p>I can use inverted commas and other punctuation to indicate direct speech.</p> <p>I can use apostrophes correctly for different purposes.</p> <p>I can use commas after fronted adverbials and for other pauses in sentences.</p> <p>I use capital letters, full-stops, question and exclamation marks consistently.</p> |
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|  Cumnor C of E Primary School | | Autumn/ Step 1 | Spring/ Step 2 | Summer/ Step 3 | End of Year expectations |
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| YEAR 5 Range of genres/text types to include: | | Non-chronological report Diary entry Persuasive letter Persuasive advert Narrative writing Descriptive writing Imagery through poems Summary | Narrative poetry Newspaper report Formal and informal letters Descriptive writing - minotaur Play scripts Imagery through poems | Diary entry Haikus & Kennings Newspaper report Descriptive writing Biography Persuasive letter Summary | |
| Key terminology | | Year 4 terminology to revise: determiner, pronoun, possessive pronoun, adverbial. Year 5 terminology: Modal verb, relative pronoun, synonym, antonym, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. | | | |
| T R A N S C R I P T I O N | Spelling | I understand how to use further prefixes and suffixes. I can distinguish between more complex homophones and other words which are often confused. | I can spell words on the Year 5/6 list. I can use a dictionary to check the spelling and meaning of words. | I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. I can use a thesaurus to define words and collect a variety of words to support writing. | I can use further prefixes and suffixes and spell most homophones correctly. I can spell some words from the Y5/6 word list. I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. I can use a thesaurus to improve my work. |

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| | <p>Specific spelling coverage (from Babcock)</p> | <p>Words containing the letter-string -ough.</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word).</p> <p>Words ending in -able and -ible.</p> <p>Homophones: isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed, led/lead, steel/steal, alter/altar.</p> <p>Revise plurals eg adding -s, -es and -ies.</p> <p>Use of the hyphen Co-ordinate, re-enter, co-operate, co-own.</p> <p>Proof-reading focusing on checking words from personal lists.</p> | <p>Word endings -ably and ibly.</p> <p>Homophones led/lead, steel/steal, alter/altar, assent/acsent</p> <p>Rarer GPCs: bruise, guarantee, immediately, vehicle, yacht.</p> <p>Use of spelling logs for etymology.</p> <p>Homophones necessary to secure.</p> <p>Rare GPCs: Words with the spelling ei have c making the /i:/ sound.</p> <p>Collecting root words and creating words using them.</p> | <p>Using etymological/morphological strategies for spelling. Possible root words: press, sign, know, sight, cover, joy, light, image, please, part, graph, vent, script, friend.</p> <p>Proof-reading for words on statutory list</p> <p>Homophones: cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose.</p> <p>Suffixes that children struggle with.</p> <p>Homophones necessary to secure.</p> | |
| | <p>Handwriting</p> | <p>I can write legibly and fluently.</p> | <p>I can write legibly and fluently with increasing speed.</p> | <p>I can write legibly and fluently with increasing speed.</p> | <p>I can write legibly, fluently and quickly using joined handwriting.</p> |
| | <p>Composition</p> | <p>I can discuss audience and purpose of writing to help me select the appropriate form of writing.</p> <p>I routinely organise my writing into paragraphs.</p> <p>I am beginning to draft and write by selecting appropriate grammar and vocabulary.</p> <p>In narratives I can describe setting, characters and atmosphere and am beginning to</p> | <p>I am beginning to develop ideas for writing, drawing on reading and research from secondary resources.</p> <p>I am beginning to organise and present my writing using devices that structure text and guide the reader.</p> <p>I can develop characters through description, action and dialogue.</p> <p>I can start sentences in different ways to create variety in my</p> | <p>I can use some ideas from authors I have read, listened to, or seen performed in my own writing.</p> <p>I can use adverbials and connectives to build cohesion within and between paragraphs.</p> <p>I can use the correct text features and sentence structures matched to the text/genre..</p> <p>I can incorporate simile and metaphor into my own writing.</p> | <p>I can use my own skills to plan my writing effectively.</p> <p>I can identify and target my writing to the specific audience and purpose.</p> <p>I can use organisational and presentational devices including paragraphs to guide the reader.</p> <p>I can use adverbials and connectives to build cohesion within and</p> |

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| | <p>include dialogue.</p> <p>I can proof-read for spelling and punctuation.</p> | <p>writing.</p> <p>I understand the purpose of simile and metaphor to create effects in writing.</p> | <p>I can précis longer passages.</p> <p>I can, with peer support, evaluate and edit by assessing the effectiveness of my own and others' writing.</p> <p>I can usually propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> | <p>between paragraphs.</p> <p>I can use stylistic devices such as simile and metaphor to create effects.</p> <p>I can summarise a text, removing unnecessary or irrelevant details.</p> <p>I can proof-read my own and others' work and assess its effectiveness, making corrections and improvements.</p> |
| <p>Vocab and Grammar</p> | <p>I can identify relative clauses beginning with who, which, were, when, whose, that (or with an implied/omitted pronoun).</p> <p>I am beginning to identify the difference between formal and informal speech structures.</p> <p>I understand and can recognise different tenses.</p> <p>I can recognise modal verbs and adverbs of possibility.</p> | <p>I can usually use relative clauses beginning with who, which, where, when, whose, that or with an omitted pronoun.</p> <p>I can sometimes write appropriate sentences using formal and informal speech.</p> <p>I can usually use the correct tense throughout a piece of writing.</p> <p>I am beginning to check for correct subject and verb agreement.</p> <p>I can recognise and use modal verbs and adverbs of possibility.</p> <p>I can recognise standard English forms.</p> | <p>I can often select appropriate formal or informal speech dependent on genre or audience.</p> <p>I can use a variety of sentence features and structures (expanded noun phrases, fronted adverbials, relative or subordinate clauses) to achieve particular effects.</p> <p>I can consistently recognise and use modal verbs and adverbs of possibility accurately.</p> <p>I consistently write using accurate standard English.</p> | <p>I can usually use relative clauses beginning with who, which, where, when, whose, that.</p> <p>I can select from a wide range of known imaginative and ambitious vocabulary and use precisely.</p> <p>I can consistently recognise and use modal verbs and adverbs of possibility accurately.</p> |
| <p>Punctuation</p> | <p>I can identify a comma, bracket or dash within a text and explain how it is used.</p> <p>I can identify colons within a text and explain how it is used.</p> <p>I can revise the use of question marks and exclamation marks.</p> | <p>I can use a comma, bracket or dash with accuracy and confidence within my writing.</p> <p>I can use colons with accuracy and confidence within my writing.</p> | <p>I can always use commas, brackets or dashes appropriately and independently in my writing.</p> <p>I can use colons where appropriate independently.</p> | <p>I can use brackets, dashes and commas to indicate parenthesis.</p> <p>I can use commas between clauses to clarify meaning or avoid ambiguity.</p> <p>I can use basic punctuation accurately (full-stops, capital letters, question marks, exclamation marks</p> |

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| | | | | and apostrophes) spotting and correcting errors. |
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| YEAR 6 Range of genres/text types to include: | | Playscripts (<i>Alice in Wonderland</i>) Poetry - figurative language/word play Biographies (authors) Extended portal stories - fantasy Newspaper reports (<i>Alice in Wonderland</i> / history topic) Persuasive texts -advertisements (Europe topic) | Information texts (Ancient Egypt) Non chronological reports. (residential) Narrative poetry (<i>The Spider and the Fly</i>) Newspaper reports. (Ancient Egypt) Descriptive writing. Diary entries (<i>Secrets of a Sun King</i> and residential) Book reviews | Explanation texts Information texts (exploring extreme topic/ <i>Brightstorm</i>) Extended adventure stories. Newspaper reports. Formal reports Persuasive letters Balanced arguments (environment theme) | |
| Key terminology | | <p>Year 5 terminology to revise: modal verb, relative pronoun, synonym, antonym, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p> <p>Year 6 terminology: subject, object, active, passive, ellipsis, hyphen, colon, semi-colon, bullet points.</p> | | | |
| T R A N S C R I P T I O N | Spelling | <p>I can use further prefixes and suffixes.</p> <p>I can spell many words with silent letters.</p> <p>I can always distinguish between more complex homophones.</p> | <p>I can spell most words on the year 5 and 6 word list.</p> <p>I can independently use a dictionary to check the spelling and meaning of words.</p> | <p>I can use my knowledge of morphology and etymology to work out how to spell and understand words.</p> <p>I can always use the first three or four letters of a word to check spelling meaning or both of these in a dictionary.</p> <p>I can choose to use a thesaurus to define words and collect a variety of words to support writing.</p> | <p>I can use a range of strategies to support accurate spelling in my writing.</p> <p>I can spell most words from the Y5/6 words list.</p> <p>I can use any dictionary or thesaurus to help improve my work. .</p> |
| | Specific spelling coverage (from Babcock) | Learn words from statutory word lists (revise y3/4 list). | <p>Words with –ough string.</p> <p>Word endings: -cial, -tial.</p> | <p>Rarer GPCs from statutory word lists.</p> <p>Words ending in</p> | |

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| | | <p>Review –able, -ible.</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer. e.g. referring, referred, referral, transferring, reference, referee, preference.</p> <p>Homophones: advice/advise device/devise licence/license practice/practise prophecy/prophesy.</p> <p>Endings which sound like /ʃəs/ spelt –cious or –tious eg precious, ambitious, vicious, delicious, suspicious, ambitious, cautious.</p> <p>Proof-reading skills.</p> | <p>Etymological work – generating words from prefixes and roots..</p> <p>Homophones: desert/dessert, stationery/stationary and previous ones taught that are not secured.</p> <p>Proof-reading skills.</p> | <p>–ant,-ation,–ance,–ancy, e.g. observation, observant, observance, expectation, expectant, toleration, tolerant, tolerance.</p> <p>Word endings –ent, -ence/–ency: innocent, innocence, decent, decency, frequent, frequency.</p> <p>Homophones draft/draught, dissent/descent, precede/proceed</p> <p>Homophones which are commonly misspelt.</p> <p>Embedding proof reading strategies when reviewing own writing independently.</p> | |
| | Handwriting | <p>I can usually write legibly and fluently and with increasing speed.</p> | <p>I can write legibly and fluently and with increasing speed.</p> <p>I can choose an appropriate handwriting style for a particular task.</p> | <p>I can always write legibly and fluently and within increasing speed.</p> <p>I can choose the writing implement that is best suited for the task.</p> | <p>I can write legibly and fluently and quickly using joined handwriting.</p> |
| | Composition | <p>I can select the appropriate form of writing after identifying the audience and purpose of the writing.</p> <p>I can draft and write by selecting appropriate grammar and vocabulary and understand how such choices can change and enhance meaning.</p> <p>In narratives, describe setting,</p> | <p>I can develop ideas for writing, drawing on reading and secondary resources.</p> <p>I can organise and present my writing using devices that structure text and guide the reader, e.g. heading, bullet points and underlining.</p> <p>In narratives, describe setting, characters and atmosphere and</p> | <p>I can use ideas from authors I have read, listened to, or seen performed in my own writing.</p> <p>I can précis longer passages.</p> <p>I can evaluate and edit by assessing the effectiveness of my own and others' writing.</p> <p>I can propose changes to vocabulary, grammar and</p> | <p>I can choose the appropriate form, register and style for the audience, purpose and genre of the writing.</p> <p>I can use a variety of organisational devices appropriate to the text type.</p> <p>I can write in paragraphs using a range of devices to create</p> |

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| | <p>characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>I can proof read for spelling and punctuation errors and to improve my work.</p> | <p>integrate dialogue to convey character and advance the action.</p> <p>I can look for ways to improve my own and others' writing.</p> | <p>punctuation to enhance effects and clarify meaning.</p> <p>I can use editing skills to check and improve my writing.</p> <p>I can perform my own compositions, considering my audience using appropriate intonation, volume and movement so that meaning is clear.</p> | <p>cohesion.</p> <p>In narratives, I can describe setting, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>I can use editing skills to check and improve my writing, proposing changes to enhance effects and clarify meaning.</p> |
| Vocab and Grammar | <p>I understand how the passive affects the presentation of information.</p> <p>I can identify the difference between formal and informal speech structures.</p> <p>I can identify and explain how noun phrases convey precise information.</p> <p>I can ensure the consistent and correct use of tense throughout a piece of writing.</p> | <p>I can demonstrate how to use the passive to affect the presentation of a sentence.</p> <p>I can write appropriate sentences using formal and informal speech.</p> <p>I can show examples in my work of expanded noun phrases.</p> <p>I can ensure correct subject and verb agreement when using singular and plural.</p> | <p>I can use the passive accurately in my work.</p> <p>I can select appropriate formal or informal speech dependent on genre or audience and use the subjunctive forms.</p> <p>I can use expanded noun phrases for effect in my independent writing.</p> <p>I can use and understand grammatical terminology accurately and appropriately in discussing my writing and reading.</p> | <p>I can use the passive voice to present information with a different emphasis. .</p> <p>I can use grammatical structures and features and choose vocabulary to make meaning clear and create effect.</p> <p>I can choose vocabulary to show an awareness of the reader and to suit the degree of formality.</p> <p>I can use expanded noun phrases to convey complicated information concisely.</p> <p>I can use verb tenses consistently and correctly throughout my writing and ensure subject/verb agreement.</p> |
| Punctuation | <p>I can identify semi-colons, colons and dashes within a text and explain how they are used (boundaries and lists).</p> <p>I understand that an ellipsis is an omission of a word.</p> <p>I can identify how an author uses bullet points within a text.</p> | <p>I can use semi-colons, colons and dashes (boundaries and lists).</p> <p>I can use an ellipsis as an omission of a word.</p> <p>I can use bullet points to list information.</p> | <p>I can independently use semi-colons, colons and dashes accurately (boundaries and lists).</p> <p>I can use ellipses accurately in my work.</p> <p>I can use bullet points appropriately.</p> | <p>I can use brackets, dashes or commas to indicate parenthesis.</p> <p>I can use ellipses to link ideas between sentences/paragraphs.</p> <p>I can use bullet points effectively and consistently.</p> |

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| | | | | <p>I can use colons and semi-colons to mark boundaries between clauses.</p> <p>I can routinely use all basic punctuation accurately (capital letters, full-stops, question marks, exclamation marks, apostrophes) spotting and correcting errors.</p> |
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