

Progression of skills in Writing

Writing Overview



Every child a leader – Every chance taken – Every day counts

The national curriculum for writing aims to ensure that all pupils:

The programmes of study for writing at key stages 1 and 2 are:

- ♣ **transcription** (spelling and handwriting)
- ♣ **composition** (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils’ competence in these two dimensions.

In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

National Curriculum Knowledge  
Pupils should...

KS1

Pupils’ writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school’s curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning. It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the ‘le’ ending in table. Pupils’ motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

Lower KS2

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils’ writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say. Pupils’ spelling of common words should be correct, including common exception words and other words that they have learnt (see English Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

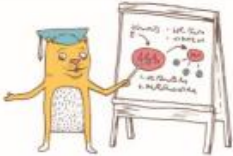
Upper KS2

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils’ spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

By the end of year 6, pupils’ reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Purpose for writing:

Teach



Teach others by sharing their experience and knowledge, or to teach themselves by writing to learn.

Persuade Or Influence



Persuade or influence others by sharing their thoughts and opinions.

Entertain



Entertain themselves or others by sharing stories - both real and imagined.

Paint With Words



Paint with words to show their artistry and their ability to see things differently, or to simply play around and have fun.

Reflect



Reflect in order to better understand themselves, their place in the world or their response to a new subject.

Make A Record



Make A Record of something to look back on that they don’t want to forget.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Resilience	Integrity	Democracy	Creativity	Gratitude	Diversity

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Units studied</b> <b>Fiction</b>  <b>Linked with</b> <b>Cross curricular units</b> <b>*</b>	A1 Goldilocks and the Three bears <b>*Writing Rec &amp; Yr2</b> A1 The Gingerbread Man <b>*Writing Rec &amp; Yr2</b> A2 The Tiger Who Came to Tea <b>*Writing Rec</b> A2 Percy the Park Keeper <b>*Writing Rec</b> A2 Stickman <b>*Writing Rec</b> Su1 We’re going on the Bear Hunt <b>*Writing Rec</b> Su1 Handa’s surprise <b>*Writing Rec</b> Su1 The Rainbow Fish <b>*Writing Rec</b>	A1 Fiction - Narrative – Stories in familiar settings: The Very Hungry Caterpillar <b>*Science Yr2</b> A2 Fiction Stories in familiar settings – Owl Babies  Sp2 Fiction - Narrative – Stories with Repetitive Vocabulary Peace at Last  Su2 Fiction Chapter Book – Frog and Toad	Fiction – Traditional tales Hansel and Gretel & Goldilocks - Features of a diary Au1  Fiction: Narrative A pet with a problem Dumpling Au2  Fiction: Fantasy story - The Snowman Sp1  Fiction Diary entry by Goldilocks Sp2 <b>*Writing Yr2</b>  Fiction - Real life story - The Lighthouse Keeper’s lunch Su1  Fiction – Classic Narrative - Paddington to the rescue Su2	<b>Sum 1:</b> Fiction – Writing a story about a character (Unit 1) Text – Scout and the Sausage Thief  <b>Spr 2:</b> Fiction – Writing a story in the first person (Unit 2) Text – The Disappearing Moon  <b>Aut 2:</b> Fiction – Continuing a fantasy story (Unit 3) Text – Frankies Magic Football  <b>Aut 1:</b> Fiction – Writing a story with a strong setting (Unit 4) Text – Storm	Fiction –Unit 4- Adventure story – On Safari by Nick Hunter- Au 1 <b>*Geography Yr2</b>  Fiction – Unit 2 story based on reality - Creature Teacher by Sam Watkins- Au 2  Fiction – Unit 1- Fantasy Attack of the Lizard King (Dinosaur Cove series) by Rex Stone- Sp 2 <b>*History Yr3</b>  Fiction –Unit 3- Creating fiction in a historical setting - War Game by Michael Foreman- Su 2 <b>*History WWI Yr5</b>	Fiction – Fantasy – Dragon Boy by Dick King Smith Autumn 1 <b>*Reading Yr5</b> Fiction – Myths and legends – Theseus and the Minotaur Sp 2  Fiction – Mystery story with dialogue – The Pantomime cat by Enid Blyton Su 2  Fiction – Unit 4 – Arthur, High King of Britain (Retelling story) Spr 1	Fiction – Story in a fantasy setting – Alice in Wonderland by Lewis Carroll Aut 1 <b>*Reading Yr6</b>  Fiction – Story in a parallel world – The Lion, The Witch and the wardrobe by C S Lewis Aut 2  Fiction – Sci Fi story – The Time machine by H G Wells Sum1
<b>Non-Fiction</b>	A1 Settling in - All about me <b>*Writing Rec &amp; Yr1</b> A2 The Christmas story <b>*RE Rec &amp; Yr2</b> Sp 1 and 2 Fire fighters, Vets, Doctors and Nurses, Dentists, The Postal services, The Police service <b>*Writing Rec</b> Sp2 The Easter Story <b>*Writing Rec &amp; RE Yrs 3 &amp; 4</b>	A1 Non-fiction – All About Me <b>*Reading</b> Sp1 Non-Fiction - Information Report Animals that hunt at night  Su 1 Non-Fiction – Recount of planting in Science <b>*Science</b>	Non- fiction - Instructions: How to make a Halloween spider Au2  Non- fiction - Non-chronological reports: Mammals Su1 <b>*Science</b> Recount – School trip Sp 2 <b>*History Yr2</b>	<b>Aut 2:</b> Non- Fiction: Writing a report/information text (Unit 5) Text – Real Live Dragons!  <b>Spr 1:</b> Non-Fiction: Writing an explanatory text (Unit 6) Text – How Do Your Senses Work?  <b>Sum 2:</b> Non-Fiction - Writing a report/information text with longer entries (Unit 7) Text – Garden Creatures  <b>Sum 1:</b> Non-Fiction – Writing an instructional text (Unit 8) Text – The Stick Book	Non-Fiction – Unit 7-information text – The arrival of the railways Spr 1 <b>*History Yr1 &amp; Yr6</b> Non-Fiction –Unit 6- Persuasion/ advert – Dragons Kingdom- Sum1  Non-Fiction – Unit 8- Explanation Text – “What’s the point?” Sum 1	Non- Fiction – Information report – Plastic Pollution Spr 1  Non- Fiction – Autobiography based on Floella Benjamin Su 1  Non-Fiction – Persuasive letter – Wonderful Wizards by Maria Richards Sum1  Non- Fiction – Unit 6 – Born Free: Elephant Rescue (Writing a third person recount) Aut 2	Non- Fiction – Persuasive letter Sum2 <b>*Science Diet Yr6</b>  Non-Fiction – Comparison text - Ancient and Medieval art by Rosie Dickens Spr 1 <b>*History Yr5</b> Non-Fiction – Discussion – Where Should Sports Funding Be Aimed? Spr 1
<b>Poetry</b>	Su1 The Gruffalo <b>*Writing Rec</b> Su2 Commotion in the ocean <b>*Writing Rec</b> Su2 The Snail and the Whale <b>*Writing Rec</b>	A2 Poetry –Acrostic Poems <b>*Writing Yr2</b> Su1 Poetry – Simple Rhyme Two Feet	Poetry: Shape Poems -Features of shape poems Au1 <b>*Writing Yr1</b>  Poetry - Nonsense poems - The Owl and the Pussycat – Su2	<b>Aut 1:</b> Poetry – Writing a new poem based on a model (Unit 9) Text – The Teachers Day in Bed	Poetry – Unit 9-Winter Break by Judith Nicholls –Aut 1	Unit 9 – There was a Naughty Boy and What Are heavy? (Poetry) Aut 1	Poetry - The Call by Charlotte Mew Aut1  Poetry – What is the World? Su 1
<b>Grammar</b>	<b>Autumn</b> Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words  Express their ideas and feelings about their experiences	<b>Autumn</b> Words and sentences Capital letters and full stops Capital letters: names and ‘I’ Making up sentences Using ‘and’ to join words	<b>Autumn</b> Writing in sentences Sentence punctuation Joining words: ‘and’, ‘but’ Joining words: ‘or’ Verbs: past and present tense 1 Verbs: past and present tense 2 Statements Questions Exclamations Commands	<b>Autumn</b> Sentence punctuation Sentence types Noun phrases Using ‘a’ or ‘an’ Commas in lists Apostrophes for possession Using adjectives to compare Conjunctions Conjunctions to show time Conjunctions to show cause	<b>Autumn</b> Extending sentences Subordinate clauses Word classes Determiners Noun phrases 1 Noun phrases 2 Punctuating direct speech 1 Punctuating direct speech 2 Pronouns within sentences Pronouns across sentences	<b>Autumn</b> Fronted adverbials: words and phrases Fronted adverbials: clauses Punctuating direct speech Direct and indirect speech Pronouns Pronouns and ambiguity Verbs: auxiliary verbs Verbs: perfect forms Standard English	<b>Autumn</b> Subordinate clauses Relative clauses Active voice Passive voice Colons and semicolons in lists Bullet points Synonyms Antonyms Standard English Formal and informal vocabulary

						Standard English: double negatives	
	<b>Spring</b> Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	<b>Spring</b> Using ‘and’ to join sentences More capital letters Adding –s and –es Question marks Verb endings	<b>Spring</b> Nouns and noun phrases Adjectives Adjectives with suffixes –ful, –less Adjectives with suffixes –er, –est Joining words: ‘when’, ‘because’ Joining words: ‘if’, ‘that’ Compound nouns Commas in lists Verbs with –ing: present tense Verbs with –ing: past tense	<b>Spring</b> Adverbs to show how Adverbs to show time and place Prepositions to show place Prepositions to show time Inverted commas in direct speech Punctuation in direct speech Verbs: past tense Verbs: perfect form Nouns with suffixes Nouns with prefixes	<b>Spring</b> Adverbials Fronted adverbials Commas after fronted adverbials Fronting subordinate clauses Singular and plural nouns Plural –s or possessive –’s? Apostrophes for plural possession 1 Apostrophes for plural possession 2 Standard English Verbs: perfect form	<b>Spring</b> Determiners Expanded noun phrases Relative clauses Relative clauses Parenthesis: brackets Parenthesis: commas and dashes Adverbs and possibility Modal verbs and possibility Verbs with suffixes Verbs with prefixes	<b>Spring</b> Structures of informal speech Structures of formal writing Impersonal writing Verbs: subjunctive form Linking paragraphs Ellipsis Semicolons between clauses Colons between clauses Dashes between clauses Hyphens
	<b>Summer</b> Use full sentences, including use of past, present and future tenses  Make use of conjunctions, with modelling and support from their teacher	<b>Summer</b> Exclamation marks Writing in sentences Linking sentences Describing words Adding un–	<b>Summer</b> Adverbs Adverbs with suffix –ly Apostrophes in shortened forms Apostrophes for possession Nouns with suffixes –er, –ness, –ment Proper nouns Plural nouns and verbs Checking tense Longer noun phrases Writing with joining words	<b>Summer</b> Clauses and phrases Subordinate clauses Paragraphs: non-fiction Paragraphs: stories and accounts Root words Word families Word classes Pronouns Pronouns and verbs Singular and plural nouns	<b>Summer</b> Possessive pronouns Making pronouns clear Co-coordinating and subordinating conjunctions Giving reasons: cause and effect Paragraphs: non-fiction Paragraphs: stories Negative sentences Questions and question tags Adjectives with prefixes and suffixes Word families	<b>Summer</b> Commas within sentences Commas to avoid ambiguity Linking paragraphs using adverbials Linking ideas within paragraphs Standard English: adverbs Sentence adverbs Word classes Possessives More relative clauses Conditional sentences	<b>Summer</b> Word classes and homonyms Nouns with suffixes Sentence variation Multi-clause sentences Punctuation to avoid ambiguity Punctuation for effect Varied verb forms (modal) Changing tense Standard English: confusing words Layout devices: tables
<b>Grammatical Terminology from the NC (Appendix 2)</b>	<b>Using a capital letter and full stop.</b>	<b>letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark</b>	<b>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma</b>	<b>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)</b>	<b>determiner, pronoun, possessive pronoun, adverbial</b>	<b>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</b>	<b>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</b>



<div><div>Transcription</div><div>Phonics &amp; Whole Word Spelling</div><div>(see Spelling Progression for detailed breakdown)</div></div>	<p>Start to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p> <p>Begin to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Begin to link sounds to some frequently used digraphs, e.g. sh, th, ee</p>	<p>Read words containing each of the 40+ phonemes taught common exception words the days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Learn the Year 1 common exception words</p> <p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use the prefix un–</p> <p>Use –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>Write simple sentences dictated by the teacher incorporating the GPC’s and CEW taught so far</p>	<p>Segment multi-syllabic spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learn to spell Year 2 common exception words distinguishing between homophones and near-homophones</p> <p>Learn to spell KS1 common exception words</p> <p>Distinguish between homophones and near homophones</p> <p>Learn the possessive apostrophe (singular)</p> <p>Learn to spell more words with contracted forms</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Write simple sentences dictated by the teacher, incorporating the GPC’s, CEW and punctuation taught so far</p>	<p>Consolidate Year 2 list and spell further homophones</p> <p>Spell words that are often misspelt (Appendix 1)</p> <p>Use further prefixes and suffixes and understand how to add them</p> <p>Place the possessive apostrophe accurately in words with irregular plurals, e.g. children’s lunch; women’s hats</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>Write from memory, simple sentences dictated by the teacher that include the words and punctuation taught so far</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt (Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with irregular plurals, e.g. children’s lunch; women’s hats</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>Write from memory, simple sentences dictated by the teacher that include the words and punctuation taught so far</p>	<p>Spell some words with ‘silent’ letters, e.g. knight, psalm, solemn continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Distinguish between homophones and words often confused</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>Spell some words with ‘silent’ letters, e.g. gnome, thumb, doubt. continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Distinguish between homophones and words often confused</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>
<div><div>Transcription</div><div>Handwriting</div><div>(See Letterjoin Progression for detailed breakdown)</div></div>	<p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Begin to form recognisable letters independently.</p> <p>Conduct fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.</p> <p>Pre-writing patterns easy letters and words harder letters and words</p> <p>At the end of this module, children should be able to recognise and form all the printed, lowercase letters of the alphabet</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting ‘families’ and to practise these correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols.</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters</p> <p>Pre-cursive patterns and cursive letters and words, letter families, high frequency words, joining practice, sequencing sentences and dictation exercises</p> <p>Developing fluency and speed</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting</p> <p>Refine their handwriting, improvement in the legibility, consistency and quality</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting</p> <p>Use joined handwriting throughout all independent work</p> <p>Applying size appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility</p>	<p>Write legibly and fluently, choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task</p> <p>Increase in speed</p> <p>Producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.</p>	<p>Write legibly and fluently, choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task</p> <p>Increase in speed</p> <p>Select appropriate handwriting style for a particular task e.g. tables/charts in science, algebra symbols, including joined and un-joined, capitals and quick notes</p>

Planning Writing	Re-read what they have written to check that it makes sense.	Say out loud what they are going to write about Compose a sentence orally before writing it	Plan or say out loud what they are going to write about	Discuss and record ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Discuss and record ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Note and develop initial ideas, drawing on reading and research where necessary	Note and develop initial ideas, drawing on reading and research where necessary
Drafting Writing	Listen to the sound in word  Pinch the sound in words before writing.	Sequence sentences to form short narratives Re-reading what they have written to check that it makes sense	Write down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence	Organise paragraphs around a theme in narratives, creating settings, characters and plot In non-narrative material, use simple organisational devices (headings & subheadings)	Organise paragraphs around a theme in narratives, creating settings, characters and plot  In non-narrative material, use simple organisational devices	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages  Use a wide range of devices to build cohesion within and across paragraphs  Use further organisational and presentational devices to structure text and to guide the reader	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages  Use a wide range of devices to build cohesion within and across paragraphs  Use further organisational and presentational devices to structure text and to guide the reader
Editing Writing	Discuss the writing with teacher looking at letter formation, finger space, and full stop.	Discuss what they have written with the teacher or other pupils	Evaluate their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  Proofread to check for errors in spelling, grammar and punctuation	Assess the effectiveness of their own and others’ writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  Proofread to check for errors in spelling, grammar and punctuation	Assess the effectiveness of their own and others’ writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  Proofread to check for errors in spelling, grammar and punctuation	Assess the effectiveness of their own and others’ writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  Ensure the consistent and correct use of tense throughout a piece of writing  Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  Proofread for spelling and punctuation errors	Assess the effectiveness of their own and others’ writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  Ensure the consistent and correct use of tense throughout a piece of writing  Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  Proofread for spelling and punctuation errors
Performing Writing		Read their writing aloud clearly enough to be heard by their peers and the teacher.	Read aloud what they have written with appropriate intonation to make the meaning clear	Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Read their own writing and other’s aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.