



Writing Progression of Skills

Early Years Foundation Stage

Statement
Can form lower-case and capital letters correctly. (Writing)
Is able to spell words by identifying the sounds and then writing the sound with letter/s. (Writing)
Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (Writing)
Re-reads what he/she has written to check that it makes sense. (Writing)
Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG). (Writing)
Writes recognisable letters, most of which are correctly formed (ELG). (Writing)
Writes simple phrases and sentences that can be read by others (ELG). (Writing)

Statement
YEAR 1
Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest. (Spelling)
Add prefixes and suffixes using the prefix un-. (Spelling)
Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. (Spelling)
Apply simple spelling rules and guidance, as listed in (English Appendix 1). (Spelling)
Begin to punctuate work using question marks and exclamation marks. (Vocabulary, Grammar and Punctuation)
Compose and write sentences independently to convey ideas. (Composition)
Discuss what he/she has written with the teacher or other pupils. (Composition)
Form capital letters. (Handwriting)
Form digits 0-9. (Handwriting)
Form lower-case letters in the correct direction, starting and finishing in the right place. (Handwriting)
Form most lower-case letters correctly. (Handwriting)
Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes. (Spelling)
Join words and clauses using and. (Vocabulary, Grammar and Punctuation)
Name the letters of the alphabet in order. (Spelling)
Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. (Spelling)

Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher. (Composition)
Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others. (Spelling)
Separate words with spaces. (Vocabulary, Grammar and Punctuation)
Sit correctly at a table, holding a pencil comfortably and correctly. (Handwriting)
Spell a few common exception words (e.g. I, the, he, said, of). (Spelling)
Spell some common exception words. (Spelling)
Spell the days of the week. (Spelling)
Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash). (Spelling)
Spell words containing each of the 40+ phonemes already taught. (Spelling)
Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat. (Vocabulary, Grammar and Punctuation)
Understand how words can combine to make sentences. (Vocabulary, Grammar and Punctuation)
Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark. (Vocabulary, Grammar and Punctuation)
Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these. (Handwriting)
Use a capital letter for names of people, places, the days of the week, and the personal pronoun I. (Vocabulary, Grammar and Punctuation)
Use capital letters and full stops to demarcate sentences in some of his/her writing. (Vocabulary, Grammar and Punctuation)
Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun. (Vocabulary, Grammar and Punctuation)
Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper. (Vocabulary, Grammar and Punctuation)
Write down one of the sentences that he/she has rehearsed. (Composition)
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. (Spelling)
Write sentences by re-reading what he/she has written to check that it makes sense. (Composition)
Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher. (Composition)
Write sentences, sequencing them to form short narratives (real or fictional). (Composition)
YEAR 2
Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly). (Spelling)
Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly. (Spelling)
Apply spelling rules and guidance, as listed in (English Appendix 1). (Spelling)
Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence. (Composition)
Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about. (Composition)
Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary. (Composition)
Form adjectives using suffixes such as -ful, -less. (Vocabulary, Grammar and Punctuation)
Form lower-case letters of the correct size relative to one another in most of his/her writing. (Handwriting)
Form lower-case letters of the correct size relative to one another in some of his/her writing. (Handwriting)
Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. (Vocabulary, Grammar and Punctuation)
Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils. (Composition)

Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher. (Composition)
Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. (Composition)
Read aloud what he/she has written with appropriate intonation to make the meaning clear. (Composition)
Spell by distinguishing between homophones and near-homophones. (Spelling)
Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. (Spelling)
Spell by learning the possessive apostrophe (singular) e.g. the girl's book. (Spelling)
Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others. (Spelling)
Spell many common exception words. (Spelling)
Spell most common exception words. (Spelling)
Spell most words with contracted forms. (Spelling)
Spell some words with contracted forms. (Spelling)
Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. (Vocabulary, Grammar and Punctuation)
Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma. (Vocabulary, Grammar and Punctuation)
Understand which letters, when adjacent to one another, are best left unjoined. (Handwriting)
Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name. (Vocabulary, Grammar and Punctuation)
Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. (Vocabulary, Grammar and Punctuation)
Use commas to separate items in a list. (Vocabulary, Grammar and Punctuation)
Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. (Vocabulary, Grammar and Punctuation)
Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. (Vocabulary, Grammar and Punctuation)
Use present and past tense mostly correctly and consistently. (Vocabulary, Grammar and Punctuation)
Use question marks and exclamation marks appropriately. (Vocabulary, Grammar and Punctuation)
Use spacing between words that reflects the size of the letters. (Handwriting)
Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest. (Vocabulary, Grammar and Punctuation)
Use the diagonal and horizontal strokes needed to join letters. (Handwriting)
Use the diagonal and horizontal strokes needed to join letters in some of his/her writing. (Handwriting)
Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting. (Vocabulary, Grammar and Punctuation)
Write about real events, recording these simply and clearly. (Composition)
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. (Handwriting)
Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing. (Composition)
Write for different purposes to develop positive attitudes and stamina for writing. (Composition)
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. (Spelling)
Write poetry to develop positive attitudes and stamina for writing. (Composition)
Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional). (Composition)

YEAR 3

Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited. (Spelling)

Begin to use inverted commas to punctuate direct speech. (Vocabulary, Grammar and Punctuation)

Begin to use paragraphs as a way to group related material. (Vocabulary, Grammar and Punctuation)

Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2). (Composition)

Draft and write by organising writing into paragraphs as a way of grouping related material. (Composition)

Draft and write in narratives, creating settings, characters and plot. (Composition)

Draft and write non-narrative material, using headings and sub-headings to organise texts. (Composition)

Evaluate and edit by assessing the effectiveness of his/her own writing. (Composition)

Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. (Composition)

Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. (Vocabulary, Grammar and Punctuation)

Form nouns using a range of prefixes e.g. super-, anti-, auto-. (Vocabulary, Grammar and Punctuation)

Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble. (Vocabulary, Grammar and Punctuation)

Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. (Handwriting)

Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined. (Handwriting)

Plan his/her writing by discussing and recording ideas within a given structure. (Composition)

Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary. (Composition)

Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly. (Composition)

Read his/her 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. (Composition)

Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane. (Spelling)

Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym. (Spelling)

Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double. (Spelling)

Spell words that are often misspelt (English Appendix 1). (Spelling)

Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature. (Spelling)

Spell words with endings which sound like 'zhun' e.g. division, decision. (Spelling)

Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they. (Spelling)

Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo. (Spelling)

Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine. (Spelling)

Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks'). (Vocabulary, Grammar and Punctuation)

Use headings and sub-headings to aid presentation. (Vocabulary, Grammar and Punctuation)

Use the first two or three letters of a word to check its spelling in a dictionary. (Spelling)

Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box. (Vocabulary, Grammar and Punctuation)

Use the prefixes un-, dis-, mis-, re-, pre-. (Spelling)
Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play. (Vocabulary, Grammar and Punctuation)
Use the suffix -ly. (Spelling)
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Spelling)
YEAR 4
Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician. (Spelling)
Confidently read his/her 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. (Composition)
Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2). (Composition)
Draft and write by organising paragraphs around a theme. (Composition)
Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. (Composition)
Draft and write non-narrative material, using simple organisational devices. (Composition)
Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements. (Composition)
Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials. (Composition)
Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. (Handwriting)
Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. (Vocabulary, Grammar and Punctuation)
Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's. (Spelling)
Plan his/her writing by discussing and recording ideas. (Composition)
Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar. (Composition)
Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials. (Composition)
Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's. (Spelling)
Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1). (Spelling)
Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique. (Spelling)
Spell words with the 's' sounds spelt 'sc' e.g. science, scene. (Spelling)
Understand and add suffixes -ation, -ous. (Spelling)
Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial. (Vocabulary, Grammar and Punctuation)
Understands the grammatical difference between plural and possessive -s. (Vocabulary, Grammar and Punctuation)
Use apostrophes to mark plural possession e.g. the girl's name, the girls' names. (Vocabulary, Grammar and Punctuation)
Use commas after fronted adverbials. (Vocabulary, Grammar and Punctuation)
Use fronted adverbials e.g. Later that day, I heard the bad news. (Vocabulary, Grammar and Punctuation)
Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas. (Vocabulary, Grammar and Punctuation)
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. (Handwriting)

Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair. (Vocabulary, Grammar and Punctuation)
Use paragraphs to organise ideas around a theme. (Vocabulary, Grammar and Punctuation)
Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done. (Vocabulary, Grammar and Punctuation)
Use the first three or four letters of a word to check its spelling in a dictionary. (Spelling)
Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-. (Spelling)
Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far. (Spelling)
YEAR 5
Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify. (Vocabulary, Grammar and Punctuation)
Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before. (Composition)
Draft and write by précising longer passages. (Composition)
Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2). (Composition)
Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly. (Composition)
Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. (Composition)
Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character. (Composition)
Evaluate and edit by assessing the effectiveness of his/her own and others' writing. (Composition)
Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. (Composition)
Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing. (Composition)
Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2). (Composition)
Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must. (Vocabulary, Grammar and Punctuation)
Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before. (Vocabulary, Grammar and Punctuation)
Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear. (Composition)
Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own. (Composition)
Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary. (Composition)
Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed. (Composition)
Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. (Composition)
Proof-read for spelling errors linked to spelling statements for year 5. (Composition)
Spell some of the year 5 and 6 words correctly (English Appendix 1). (Spelling)
Spell some words with 'silent' letters e.g. knight, psalm, solemn. (Spelling)
Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial. (Spelling)
Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious. (Spelling)
Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough. (Spelling)
Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly. (Spelling)
Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance. (Spelling)
Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity. (Vocabulary, Grammar and Punctuation)

Understand verb prefixes e.g. dis-, de-, mis-, over- and re-. (Vocabulary, Grammar and Punctuation)
Use a thesaurus. (Spelling)
Use brackets, dashes or commas to indicate parenthesis. (Vocabulary, Grammar and Punctuation)
Use commas to clarify meaning or avoid ambiguity. (Vocabulary, Grammar and Punctuation)
Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. (Vocabulary, Grammar and Punctuation)
Use different verb forms mostly accurately with consideration for audience and purpose. (Composition)
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1). (Spelling)
Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. (Vocabulary, Grammar and Punctuation)
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. (Spelling)
Write increasingly legibly. (Handwriting)
Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters. (Handwriting)
YEAR 6
Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference. (Spelling)
Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear. (Composition)
Distinguish between homophones and other words which are often confused, for example, nouns end -ce and verbs end -se (English Appendix 1). (Spelling)
Distinguish between the language of speech and writing and choosing the appropriate register. (Composition)
Draft and write by accurately précisising longer passages. (Composition)
Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis. (Composition)
Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2). (Composition)
Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables. (Composition)
Draft and write narratives, describing settings, characters and atmosphere. (Composition)
Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning. (Composition)
Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural. (Composition)
Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. (Composition)
Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2). (Composition)
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. (Vocabulary, Grammar and Punctuation)
Integrate dialogue to convey character and advance the action. (Composition)
Link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis. (Vocabulary, Grammar and Punctuation)
Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). (Composition)
Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary. (Composition)
Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed. (Composition)

Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens. (Composition)
Proof-read for spelling errors linked to spelling statements for year 6. (Composition)
Spell most of the year 5 and 6 words correctly (English Appendix 1). (Spelling)
Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types. (Vocabulary, Grammar and Punctuation)
Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover. (Vocabulary, Grammar and Punctuation)
Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little. (Vocabulary, Grammar and Punctuation)
Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech. (Vocabulary, Grammar and Punctuation)
Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points. (Vocabulary, Grammar and Punctuation)
Use a dictionary to check the spelling of uncommon or more ambitious vocabulary. (Spelling)
Use a thesaurus with confidence. (Spelling)
Use bullet points to list information. (Vocabulary, Grammar and Punctuation)
Use dictionaries to check the spelling and meaning of words. (Spelling)
Use expanded noun phrases to convey complicated information concisely. (Vocabulary, Grammar and Punctuation)
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1). (Spelling)
Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text. (Vocabulary, Grammar and Punctuation)
Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter. (Spelling)
Use the colon to introduce a list and semi-colons within lists. (Vocabulary, Grammar and Punctuation)
Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity. (Vocabulary, Grammar and Punctuation)
Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me). (Vocabulary, Grammar and Punctuation)
Use the perfect form of verbs to mark relationships of time and cause. (Vocabulary, Grammar and Punctuation)
Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses. (Vocabulary, Grammar and Punctuation)
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure). (Composition)
Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. (Handwriting)
Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined. (Handwriting)