

Jump Primary School



Writing Expectations and Progression

I am talented; together we are **AWESOME!**

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
Purpose, Structure and Shape	<ul style="list-style-type: none"> I know many rhymes. I can talk about familiar books I can tell a long story I can remember and sing entire songs I can sing the pitch of a tone sung by another person (“pitch match”) I can sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs I can sing a large repertoire of songs I can create my own songs, or improvise a song around one I know. I begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc I can take part in simple pretend play, using an object to represent something else even though they are not similar. I can express a point of view and debate when I disagree with an adult or a friend, using words as well as actions. I start a conversation with an adult or friend and continue it for many turns. I use talk to organise myself and my play e.g. “Let’s go on a bus... you sit there...I’ll be the driver” I enjoy listening to longer stories and can remember much of what happens. I can write some or all my name (depending on complexity) 	<ul style="list-style-type: none"> I can use talk to help work out problems and organise my thinking and activities, and to explain how things work and why they might happen. I engage in story times- narrative, non-fiction and poetry. I can listen to and talk about stories to build familiarity and understanding. I demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words as well as recently introduced vocabulary. (ELG) I can invent, adapt and recount narratives and stories with peers and teachers. (ELG) I can make use of props and materials when role playing characters in narratives and stories (ELG) I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. I can perform rhymes, poems, songs and stories with others and, when appropriate, try to move in time to music. (ELG) I can articulate my ideas and thoughts in well-formed sentences. I can write simple sentences and phrases that can be read by others (ELG) My sentences include words with known letter-sound correspondences. I can re-read what I have written to check it makes sense. 	<ul style="list-style-type: none"> I can say a sentence out loud before I write it down. (Hold a sentence) I can plan my writing by saying what I am going to write about (build a sentence) I write in simple phrases and clauses I start sentences with the simple pronoun “I” I start sentences with a name I start sentences in a different way e.g. Naughty Goldilocks ate the porridge. I include familiar storytelling language e.g. Once upon a time, One day, The end. I order some events using number/time sequence indicators e.g. Then they had lunch. I can repeat some key words to show meaning. I begin to read my own writing aloud so it can be heard by others and to begin to check for sense e.g ‘Oops I forgot to put a capital letter after that full stop. ‘I used my sounds to help me spell that long word’ I can form short narratives/retell short recounts I can use relevant words that are about my topic/story I know the purpose and forms of some simple writing (labels, messages, invitations) I can use a story map to help me with my writing. 	<ul style="list-style-type: none"> I plan and discuss the content of my writing - planning the structure, oral rehearsal of what they want to say, sentence by sentence through mapping. I use sentences with different forms: statements, questions, exclamations and commands. I write long sentences I write short sentences I write simple, coherent narratives about personal experiences and those of others (real or fictional) (SATS EXS) I write about real events, recording these simply and clearly (SATS EXS) I write poetry I write for different purposes I draw on my reading to inform the vocabulary and grammar of my writing (SATS GDS) I re-read to check my writing makes sense I make simple additions, revisions and proof-reading corrections to my writing (SATS GDS) I read aloud what I have written with appropriate intonation to make meaning clear.
Techniques			<ul style="list-style-type: none"> I can imitate a story and then innovate it using traditional story language – <i>Once upon a time, they lived happily ever after.</i> 	<ul style="list-style-type: none"> I use rhyme for effect e.g. He was snoring and roaring. I use repetition in a basic way that follows story models e.g. run, run, as fast as you can.
Grammar	<ul style="list-style-type: none"> My communication is developing but I may have problems with irregular tenses and plurals e.g. runned for ran, swimmmed for swam, etc 	<ul style="list-style-type: none"> I can connect one idea or action to another using a range of conjunctions. I can express my ideas and feelings about my experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from adults. (ELG) 	<ul style="list-style-type: none"> I use “and” to join two words together I sometimes use the correct tense and maintain it 	<ul style="list-style-type: none"> I ask questions to the reader I write sentences with adventurous adjectives I start sentences in different ways from a name or personal pronoun e.g. One bright morning... I use expanded noun phrases to describe, expand and specify e.g. The blue butterfly I use correct verb forms e.g. present; she is drumming, past; he was shouting. I use verbs to indicate time correctly and continuously, including in the continuous forms I begin sentences with an adverb/adverbial phrase and reposition in different places within the sentence e.g. ‘ly’ word, quickly I construct sentences using precise verbs I use present and past tenses correctly and consistently (SATS EXS)

				<ul style="list-style-type: none"> • I use coordination (and or but so) to join clauses (SATS EXS) • I use subordination (using when, if, that or because) to join clauses (SATS EXS) • I use some features of written Standard English
Vocabulary	<ul style="list-style-type: none"> • I can engage in extended conversations about stories, learning new vocabulary. • I can talk about what I see using a wide vocabulary. • I use a wider range of vocabulary • I can formulate longer sentences of four to six words. 	<ul style="list-style-type: none"> • I can describe events in some detail • I learn new vocabulary • I can use new vocabulary throughout the day and in different contexts • I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play (ELG) • I can develop social phrases • I can participate in small group, class and one to one discussion, offering my own ideas, using recently introduced vocabulary (ELG) • I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 	<ul style="list-style-type: none"> • I use simple, speech like words • I use some simple descriptive words (shape, size, colour, emotions) • I use some ambitious vocabulary from the texts that we have shared in class. 	<ul style="list-style-type: none"> • I choose words appropriate to the writing • I use some ambitious vocabulary and begin to magpie some of these new words to improve my own writing.
Punctuation	<ul style="list-style-type: none"> • I understand “why” questions, like “Why do you think the caterpillar got so fat?” 	<ul style="list-style-type: none"> • I begin to use a capital letter at the start and full stop at the end of an idea. 	<ul style="list-style-type: none"> • I leave a space between words. • I use a capital letter for the start of a sentence. • I use a capital letter for the names of people, places and days of the week. • I use a capital letter for the personal pronoun I • I sometimes use other punctuation such as exclamation and question marks. • I sometimes use a full stop accurately. 	<ul style="list-style-type: none"> • I use full stops and capital letters – most are correct. (This will be consistent across a range of dictated and independent writing.) (SATS EXS) • I use capital letters for the personal pronoun I and for most proper nouns. (SATS EXS) • I mostly use question marks accurately to demarcate sentences. (SATS EXS) • I mostly use exclamation marks accurately • I begin to use commas to separate items in a list. (SATS GDS) • I use apostrophes for the most common contracted words. (SATS GDS) • I sometimes use apostrophes for singular possession. (SATS GDS)
Spelling and Word Structure	<ul style="list-style-type: none"> • I can listen with increased attention to sounds. • I can use some of my print and letter knowledge in my early writing e.g. writing a pretend shopping list that starts at the top of the page, writing m for mummy, etc 	<ul style="list-style-type: none"> • I spell words by identifying the sounds and then writing the sound with the letter/s 	<ul style="list-style-type: none"> • I have a “go” and spell some unknown words phonetically • I show evidence of using suffixes – ing, -ed, and – est • I use the spelling rule for plurals -s or -es • I use the prefix un—e.g. unkind • I write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • I segment spoken words into phonemes and record these as graphemes, spelling many of these words correctly and making phonetically plausible attempts at others (SATS EXS) • I learn new ways of spelling phonemes for which one or more spelling are already known, and learn some words for each spelling. • I can spell many common exception words (see Year 1 and 2 spelling list) (SATS EXS most for GDS) • I can use adjectives ending in ___ful, ___less, ___er, ___est e.g. beautiful. (SATS GDS) • I can turn adjectives into adverbs through applying ‘ly’ e.g. slowly (SATS GDS) • I spell words using the taught spelling patterns (multisyllabic words containing new spellings e.g.: race, ice, knock, gnat, typewriter, margarine, muck spreader) • I can identify and apply my knowledge of homophones/near homophones

				<ul style="list-style-type: none"> • I write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Handwriting and Presentation	<ul style="list-style-type: none"> • I use large-muscle movements to wave flags and streamers, paint and make marks. (Write Dance) • I use one-handed tools and equipment, for example, making snips in paper with scissors. • I use a comfortable grip with good control when holding pens and pencils • I show a preference for a dominant hand • I write some letters accurately 	<ul style="list-style-type: none"> • I can demonstrate good posture when sitting on the floor or at a table. (core muscle strength) • I have developed my small motor skills so that I can use a range of tools competently, safely and confidently. Suggested tools include: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • I am developing the foundations of a handwriting style which is fast, accurate and efficient. • I hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. (ELG) • I write recognisable letters, most of which are correctly formed (ELG) 	<ul style="list-style-type: none"> • I sit correctly at a table, holding a pencil comfortably and correctly. • I form the digits 0-9 • I form capital letters correctly • I begin to form lower case letters in the correct direction, starting and finishing in the right place. • I name the letters of the alphabet in order • I understand which letters belong to which handwriting “families” and I practise these. 	<ul style="list-style-type: none"> • I form capital letters and digits of the correct size, orientation and relationship to one another (SATS EXS) • I form lower case letters of the correct size, orientation and relationship to one another (SATS EXS) • I use spacing between words that reflects the size of the letters (SATS EXS) • I use the diagonal and horizontal strokes needed to join some letters (SATS GDS). • I understand which letters, when adjacent to one another, are best left unjoined.

	Year 3	Year 4	Year 5	Year 6
Purpose, Structure and Shape	<ul style="list-style-type: none"> • I compose and rehearse sentences orally (including dialogue) • I develop multiple ideas in a story enriching with descriptive detail. • I develop multiple ideas in non-fiction that are factual and precise. • I express a basic viewpoint, an opinion or promote an idea e.g. I believe... • I maintain the main features of a genre/text type. • My content makes sense throughout the piece. • I can use strategies to create flow e.g. pronouns, cohesive phrases, references back to previous point. • I begin to understand what a paragraph is and show ideas grouped together. • I can use headings and sub-headings to group ideas. • I can signal openings in narrative and non-fiction e.g. Early one morning..., Whales are the largest sea creatures... • I can signal closings in narrative and non-fiction e.g. Eventually..., Ultimately... • I look at and discuss different models of writing, taking account of purpose and audience • I identify structure; grammatical features and use of vocabulary in texts • I plan my writing by discussing and recording ideas e.g. mapping, timeline, flowchart, spider diagram, jottings) • I suggest improvements to my writing through assessing with peers and through self-assessment • I make improvements by proposing changes to grammar and vocabulary to improve consistency (the accurate use of pronouns in sentences/tenses) 	<ul style="list-style-type: none"> • My ideas are developed in detail (e.g. stories: in-depth description, non-fiction: anecdotes, facts and reflections.) • Point of view is maintained throughout the work. • I can include all the features of a genre/text type appropriately and consistently. • I can create narratives that create intrigue (e.g. suspense, cliff hangers) or non-fiction that is more complicated (e.g. contrasting ideas, opinions.) • I write a narrative with a clear structure, setting, characters and plot. • I can structure and organise writing with a clear beginning, middle and end. • I can write sentences that are developed on from previous sentences to form a group of connected/related ideas. • I start a new paragraph to organise ideas around a theme. • My openings are signalled in narrative and non-fiction with content to capture reader's interest. • My closings are signalled in narrative that is dramatic or link back to opening and in non-fiction is strong/draw conclusions. 	<ul style="list-style-type: none"> • My ideas are developed in narrative and in non-fiction. • Point of view is clear and controlled with some elaboration. • I execute a text type/genre by including all features or adapt when required. • I create more complicated narratives e.g. parallel plot, flashback, parody and more controlled non-fictions e.g. language choices support the purpose. • I can structure and organise writing with pace in narrative and supporting evidence in non-fiction. • I can write condensed versions of texts, keeping the same order and main points of the original (precising) • I start new paragraphs to show changes in time, place, event or person. • I use devices to build cohesion within paragraphs e.g. then, after, that, this, firstly. • I link ideas across paragraphs using a range of devices e.g. phrases that back reference previous points. • I create different emphasis in sentences through word order and noun phrases. • I mix short and long sentences to change, accelerate or show pace for reader. • I suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Models from my reading are often used or integrated into my writing. • I develop characters through action, description and dialogue. (Correct and effective use of speech, "Well done, you can use speech marks correctly!" exclaimed the teacher proudly. Description of action through well-chosen adjectives, verbs and adverbs). 	<ul style="list-style-type: none"> • In narratives I describe settings, characters and create atmosphere (SATS EXS) • I select language that shows a good awareness of the reader e.g. use of first person in a diary, direct address in instructions and persuasive writing etc (SATS EXS) • I integrate dialogue in narratives to convey character and advance the action. (use of inverted commas mostly correct)(SATS EXS) • I can manipulate the reader through the telling of a narrative e.g. Use of humour or controls the direction of nonfiction through a range of strategies e.g. persuasive devices. • I can convey a convincing viewpoint using the point of view of others to support or contrast writers own opinion. • I choose style/genre features to maintain and challenge the reader's interest e.g. elaborate detail in narrative or succinctness in police report. • I can adapt well known genres to create different effects e.g. fairytales with a twist exploring new viewpoint. • I navigate a reader through a text in a logical, chronological way or subvert this e.g. flash forward, opposing viewpoint. • I can use a range of layout devices e.g. headings, sub-headings, columns, bullets, tables etc. • I link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of word or phrase, use of ellipsis as cliffhanger at end of section. • I can apply paragraphs across a whole text to support the 'ease of engagement' for the reader. • I can write informally or formally appropriate to genre/ text type. • I can vary the types of sentences within a piece across simple, compound and complex constructions. • My writing is evaluated as a matter of course and proof reading ensures a high level of accuracy. • My second drafts show evaluative and reflective thinking which is evidence by thoughtful and effective changes made to create effects and to impact on the reader. • I proof read and edit my work to check for spelling and punctuation errors (Year 3/ 4 and Year 5/6 word lists)

Techniques	<ul style="list-style-type: none"> • I write sentences that use repetition of key words for impact e.g. He ran and ran. He ran until his bones ached. • I use the word 'like' to build a simile e.g. Her eyes were like deep pools. 	<ul style="list-style-type: none"> • I can use the word 'as' to build a simile e.g. the train was as slow as a hearse. • I can use metaphor to create vivid images in the reader's mind. 	<ul style="list-style-type: none"> • I can use pathetic fallacy to mirror and extend character's emotions e.g.(aspect of nature or weather reflects feeling.) • I can use pun to enhance the double meaning of language e.g. The cheetah, a predatory cheater of the jungle. • I use stylistic device to create effects in writing – simile • I use stylistic device to create effects in writing – metaphor 	<ul style="list-style-type: none"> • I can use personification to give human attributes to inanimate objects/things. • I can use symbolism as a recurring idea to emphasise a themed motif e.g. ongoing referencing to water.
Grammar	<ul style="list-style-type: none"> • I use adverbs/adverbial phrases that position in time e.g. then next, soon, later that day, as dawn broke. • I use adverbs/adverbial phrases that build a relationship or 'cause' e.g. therefore, as a result. • I experiment with a widening range of conjunctions in my writing e.g. while, so although • I use the perfect form of verbs instead of the simple past e.g. e.g. 'He has gone out to play' contrasted with 'He went out to play' • I can use one word in isolation to grab the reader's attention e.g. Stop! • I can add detail into descriptions e.g. precise words, descriptive noun phrases. • I can use prepositions that position in place/environment e.g. in, on, behind, under. • I proof read my writing for spelling and punctuation errors. 	<ul style="list-style-type: none"> • My sentences are often opened in different ways to create effects. • I can use 'where' adverbial phrases in fronted position in sentences e.g. At the seaside, Janice fed the seagulls. • I can use 'how' 'ly' adverbs and '___ing' adverbial phrases in fronted position in sentences e.g. Rushing against the clock, Jack knew it would be difficult. • I can use a widening range of conjunctions e.g. while, so, although. • I can use more complicated conjunctions that set up contrast or relationships e.g. despite, nevertheless, consequently. • I can use standard English verb inflections e.g. 'we were...' , 'I did...' (instead of local spoken forms such as 'we was...' , 'I done...'). • I can ask rhetorical questions to heighten reader engagement e.g. Can we honestly believe...? • I can use more complicated noun phrases (expanded by modifying adjectives, nouns and preposition phrases) e.g. The strict geography teacher with slick, black hair. • I use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. (When I was writing about bees, the hive and the queen, I remembered to write 'they', 'it', and 'she' every other time, so that my writing was less repetitive) • I use propositions. • I use the correct article 'a' or 'an' • I build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions. • I proof read my writing for spelling and punctuation errors • I make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency. (e.g. the accurate use of pronouns in sentences; 'I forgot to put the comma after a fronted adverbial'; realise the spelling of probably is wrong) • I read aloud my writing to a group or whole class, using appropriate intonation and 	<ul style="list-style-type: none"> • I can indicate degree of possibility using adverbs e.g. perhaps, surely. • I can use a range of adverbs to link ideas: adverbs of time e.g. later, adverbs of place e.g. nearby and number e.g. secondly. • I use expanded noun phrases to convey complicated information concisely • I use relative clauses within complex sentences beginning with who, which, where, when, whose, that. e.g. Maisie, who was extremely tired, finished the race • I use verbs ending in 'ed' or 'ing' to start clauses to build complex sentences e.g. Mortified by what he saw, Harry fled the scene. • I deploy tense choices that support cohesion by making links e.g. he had seen her before. • I ensure the correct and consistent tense throughout a piece of writing. • I use the perfect form of verbs to mark relationships of time and cause • I use modal verbs to show something is certain, probable or possible (or not) e.g. might, should, will, must. 	<ul style="list-style-type: none"> • I use verb tenses consistently and correctly throughout my writing (SATS EXS). • I can use the subjunctive form of the verb to emphasise formality, urgency or importance e.g. The teacher insists that her pupils be on time. • I select vocabulary and grammatical structures that reflect what the writing requires e.g. contracted forms in narrative dialogue, passive verbs to affect how information is presented, modal verbs to suggest degrees of possibility. (SATS EXS) • I use a range of cohesive devices within and across paragraphs. (e.g. Pronouns/ adverbials, conjunctions, similes, -ing, -ed, adverb opener/ repletion of key words for effect/ prepositional phrases/ tenses are secure/ ellipses in narratives) (SATS EXS) • I can use passive voice to affect the presentation of information in a sentence e.g. The window in the greenhouse was broken. • I write effectively for a range of purposes and audiences (SATS EXS) • I select the appropriate form (SATS GDS) • I draw independently on what I have read as models for my own writing (SATS GDS) • I exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this (SATS GDS) • I recognise that certain features of spoken language (e.g. contracted forms, grammatical informality, colloquial expressions, long coordinated sentences etc) are less likely in writing and alter the vocabulary and grammar accordingly. (SATS GDS)

		controlling the tone and volume so that the meaning is clear.		
Vocabulary	<ul style="list-style-type: none"> I choose words because of the effect they will have on the reader. I use some ambitious vocabulary and magpie words from texts for a particular purpose. 	<ul style="list-style-type: none"> I make language choices that are interesting and varied. I use some ambitious vocabulary to begin to create effect on my reader. 	<ul style="list-style-type: none"> Some of my vocabulary choices are for effect or emphasis e.g. technical terminology, vivid language. I use some ambitious vocabulary accurately and for effect. I use a thesaurus for alternative word choices. 	<ul style="list-style-type: none"> I can use varied and precise vocabulary to create particular stylistic effects. I can use ambitious vocabulary purposefully and meaningfully in both formal and informal language.
Punctuation	<ul style="list-style-type: none"> I have an emerging use of inverted commas to punctuate direct speech I have an emerging use of other direct speech punctuation e.g. punctuation inside inverted commas I have secured the use of apostrophes to mark omission I correctly use taught punctuation including: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contraction and possession. 	<ul style="list-style-type: none"> I can correctly use inverted commas and other punctuation to indicate direct speech (comma after reporting clause; end punctuation within commas.) e.g. The teacher screamed, "Be quiet!" I can use apostrophes to mark plural possession e.g. The boy's name, the boys' names. I can use a comma after fronted adverbial. Almost all of my sentences are correctly demarcated (capital letters, full stops, exclamation marks, question marks and inverted commas for speech) 	<ul style="list-style-type: none"> I use brackets, dashes or commas to indicate parenthesis. <i>Outside I was smiling (inside I was angrier than a bull about to charge.)</i> I use commas to clarify meaning or avoid ambiguity e.g. 'Let's eat dad.' or 'Let's eat, dad.' My sentences are correctly demarcated with previously taught punctuation (capital letters, full stops, exclamation marks, question marks and inverted commas for speech) 	<ul style="list-style-type: none"> I can use capital letters, full stops, question marks, commas in lists and apostrophes for contraction most accurately (SATS WTS) I can use inverted commas and other punctuation to indicate direct speech mostly correctly (SATS EXS) I can use apostrophes to mark plural possession mostly correctly (SATS EXS) I can use commas after fronted adverbials mostly correctly (SATS EXS) I can use brackets, dashes or commas to mark parenthesis mostly correctly (SATS EXS) I can use commas to clarify meaning or avoid ambiguity mostly correctly (SATS EXS) I can use the semi-colon, colon and dash to mark the boundary between independent clauses mostly correctly (SATS EXS) I can use a colon to introduce a list and use semi-colons within lists mostly correctly (SATS EXS) I can use bullet points to list information (SATS EXS) I can use hyphens to avoid ambiguity (SATS EXS) I use the above punctuation precisely to enhance meaning and avoid ambiguity (SATS GDS)
Spelling and Word Structure	<ul style="list-style-type: none"> I identify the root word in longer words I use a range of prefixes to extend repertoire of nouns e.g. super____, anti____, auto____ etc I spell words with additional suffixes and understand how to add them to root words I use the determiner a and an correctly according to the next word beginning with a consonant or vowel I experiment with more complicated words built from a common word e.g. dissolve, solution I spell correctly word families based on common words (solve, solver and solved) I use the first two or three letters of a word to check its spelling in a dictionary I make comparisons from a word already known to apply to an unfamiliar word 	<ul style="list-style-type: none"> I use the first two or three letters of a word to check its spelling in a dictionary. I use my knowledge of phonics, morphology and etymology to spell new and unfamiliar words. I can distinguish between the spelling of common homophones. I can show through ' -s' and punctuation the grammatical difference between plural and possessive. e.g. girls were playing football. The girls' football boots. The girl's football boots I spell words with additional prefixes and suffixes and understand how to add them to root words. (-ation. ous, ion, ian) I write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. I spell most commonly misspelt words from the Year 3 and 4 word list 	<ul style="list-style-type: none"> I convert nouns or adjectives into verbs using suffixes e.g. ____ate, ____ise, ____ify. I can apply prefixes to change intent of verbs e.g. dis____, de____, mis____, over____, re____. I use the first three or four letters of a word to check the spelling, meaning or both in a dictionary. I spell some words with 'silent' letter. (e.g. knight, psalm, solemn) I spell most identified commonly misspelt words from year 3 and 4 word list. I can spell commonly misspelt words from year 5 and 6 words list. I draw on knowledge of root words e.g. ordinary to spell extra ordinary / ordinarily I proof read my work for spelling and punctuation errors. 	<ul style="list-style-type: none"> I use a range of spelling strategies not just phonetically. I spell correctly most of the words from the Y3 and Y4 spelling list (SATS WTS) I spell correctly most of the words from the Y5 and Y6 spelling list (SATS EXS) I use a dictionary to check the spelling of uncommon or more ambitious vocabulary (SATS EXS). I ensure I use the correct homophone (see Y5/6 homophone list) I spell most words with silent letters I change verbs into nouns by adding suffixes. (tion/sion/ment- cancel- cancellation/ expand-expansion/excite-excitement/ enjoy-enjoyment) I use the appropriate words according to formality e.g. 'discover' or 'find out', 'ask for' or 'request' or 'go in' or 'enter'.

	<ul style="list-style-type: none"> • I write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • I spell some identified commonly misspelt words from the Year 3 and 4 word list 			<ul style="list-style-type: none"> • I use a thesaurus to discover synonyms and antonyms for a word and choose the degree of meaning required for the sentence.
Handwriting and Presentation	<ul style="list-style-type: none"> • I use diagonal and horizontal strokes to join letters that are adjacent and know which are best left un-joined • I show increased legibility and quality to my handwriting 	<ul style="list-style-type: none"> • I use the diagonal and horizontal strokes that are needed to join letters. • I understand which letters, when adjacent to one another, are best left un-joined e.g.b/p/s/x • I show consistency in style ensuring that the downstrokes of letters are parallel and of equal distance to each other. • I avoid ascenders and descenders touching each other from one line to the next. 	<ul style="list-style-type: none"> • I make quick choices whether or not to join specific letters. • I use a style that encourages speed, legibility and fluency. 	<ul style="list-style-type: none"> • I write legibly (SATS WTS) • I maintain legibility in joined handwriting when writing at speed (SATS EXS)