

## WRITING ASSESSMENT TOOL

- Key statements are indicated in **bold** with bullet point (➤) – child cannot be assessed in next band without achieving this statement.
- Appendix includes word lists and a grammatical terminology glossary from the English National Curriculum. Also included are detailed spelling statements to support assessment for Y1 to Y6.

	Composition	Punctuation	Vocabulary & Grammar	Spelling	Handwriting
Pre-Band 1	<ul style="list-style-type: none"> <li>• Can distinguish between the different marks they make</li> <li>• Can give meaning to marks as they draw, write and paint, as well as marks seen in the environment</li> <li>• Can produce meaningful marks or symbols associated with their own name or familiar spoken words, actions, images or events, for example, contributing to records of their own achievements or to books about themselves, their families and interests</li> <li>• Can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</li> <li>• Can write own name and other things such as labels, captions</li> <li>• Can compose a sentence orally</li> <li>• Can attempt to write short sentences in meaningful contexts</li> <li>• Can show awareness that writing can have a range of purposes, for example, in relation to letters, lists or stories</li> <li>• Can show understanding of how text is arranged on the page, for example, by writing or producing letter sequences going from left to right</li> <li>➤ <b>Can attempt to write sentences and sentence-like structures</b></li> <li>• Can write simple sentences which can be read by themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>• Can group letters and leave spaces between them as though they are writing separate words</li> </ul>	<p style="text-align: center;"><b>(Linking letters to sounds)</b></p> <ul style="list-style-type: none"> <li>• Can fill in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'</li> <li>• Can show awareness of rhyme, rhythm and alliteration in spoken words</li> <li>• Can continue a rhyming string</li> <li>• Can hear and say the initial sound in words</li> <li>• Can segment the sounds in simple words</li> <li>• Can blend sounds together to say a word</li> <li>• Can link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Can use phonic knowledge to write words in ways which match their spoken sounds</li> <li>• Can write their names and some other simple words correctly from memory</li> <li>➤ <b>Can write from memory simple sentences dictated by the teacher that include words using the GPCs</b></li> </ul>	<p style="text-align: center;"><b>(Physical Development)</b></p> <ul style="list-style-type: none"> <li>• Can imitate drawing simple shapes such as circles and lines</li> <li>• Can draw lines and circles using gross motor movements</li> <li>• Can trace, overwrite or copy shapes and straight line patterns</li> <li>• Can hold a pencil between thumb and two fingers and use it with good control</li> <li>• Can copy some letters, e.g. letters from their name.</li> <li>• Can copy letter forms, for example, labels and/or captions for pictures or for displays</li> <li>• Can use a pencil to form recognisable letters</li> </ul>	
					<p>➤ <b>Combines words to create sentences, orally and in writing, to communicate meaning purposefully.</b></p> <ul style="list-style-type: none"> <li>• Can write sentences by composing a sentence orally before writing it</li> <li>• Can write for different purposes, using some of the expected language and structural features.</li> <li>➤ <b>Can write sentences to sequence events and form short narratives</b></li> <li>• Can read and discuss his/her writing well enough to be understood by his/her peers and the teacher</li> <li>• Can use simple adjectives</li> <li>• Can use 'and' to join 2 words, simple sentences, thoughts, ideas</li> <li>• Can evaluate and edit own work and suggest improvements (in line with band expectations)</li> </ul>
Band 1 (Year 1)	<p>➤ <b>Combines words to create sentences, orally and in writing, to communicate meaning purposefully.</b></p> <ul style="list-style-type: none"> <li>• Can write sentences by composing a sentence orally before writing it</li> <li>• Can write for different purposes, using some of the expected language and structural features.</li> <li>➤ <b>Can write sentences to sequence events and form short narratives</b></li> <li>• Can read and discuss his/her writing well enough to be understood by his/her peers and the teacher</li> <li>• Can use simple adjectives</li> <li>• Can use 'and' to join 2 words, simple sentences, thoughts, ideas</li> <li>• Can evaluate and edit own work and suggest improvements (in line with band expectations)</li> </ul>	<ul style="list-style-type: none"> <li>• Can use capital letters for names and for the personal pronoun 'I'</li> <li>• <b>Beginning to use capital letters to demarcate sentences</b></li> <li>• <b>Beginning to use full stops to demarcate sentences</b></li> <li>• <b>Can separate words with spaces</b></li> <li>• Beginning to use question marks and exclamation marks to demarcate sentences</li> </ul>	<p>➤ <b>Can combine words to make sentences</b></p> <ul style="list-style-type: none"> <li>• Can join words and join clauses using 'and'</li> <li>• Can use 's' or 'es' suffixes to change nouns from the singular to the plural</li> <li>• Can use the prefix 'un' to change the meaning of verbs and adverbs e.g. <i>kind, unkind</i></li> </ul>	<ul style="list-style-type: none"> <li>• Can spell some common monosyllabic words</li> <li>• Make phonetically plausible attempts at spelling unknown words</li> <li>• Can spell words containing graphemes from phases 2-4</li> <li>• Can spell some words containing graphemes from phase 5</li> </ul>	<ul style="list-style-type: none"> <li>• <i>sit correctly at a table, holding a pencil comfortably and correctly</i></li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting "families" (i.e. letters that are formed in similar ways) and practise these</li> </ul>

	Composition	Punctuation	Vocabulary & Grammar	Spelling	Handwriting
<b>Band 2 (Year 2)</b>	<ul style="list-style-type: none"> <li>• Can read aloud what he/she has written with appropriate intonation</li> <li>• Can write with meaning in a series of simple sentences, (may not be correct in punctuation and structure)</li> <li>• Can produce short sections of developed ideas ('beginning' may be more like spoken than written language)</li> <li>➤ <b>Can match organisation to purpose and sustain throughout the piece (e.g. showing awareness of structure of a letter, openings and endings, importance of reader, organisational devices)</b></li> <li>• Can link ideas and events, using strategies to create 'flow' (e.g. first, then, next, after, finally...)</li> <li>➤ <b>Can use ANY connecting word or phrase (e.g. conjunctions, adverbials, prepositional phrases) to join 2 simple sentences, thoughts, ideas</b></li> <li>➤ <b>Can use noun phrases for detail and emphasis (consciously selects the adjective for purpose)</b></li> <li>• Can use interesting, appropriate and sometimes ambitious words</li> <li>• Can provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a simple list)</li> <li>• Can vary the structure of sentences to interest the reader by manipulating sentences, including (e.g.): <ul style="list-style-type: none"> <li>- questions, or direct speech</li> <li>- opening with a subordinate clause</li> <li>- consciously varies sentence length</li> <li>- uses punctuation to create effect</li> </ul> </li> <li>• Can attempt to use figurative language (e.g. alliteration, simile)</li> <li>• Can evaluate and edit own work and suggest improvements (in line with band expectations)</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Can use capital letters and full stops.</b></li> <li>➤ <b>Can use question marks and exclamation marks to demarcate sentences</b></li> <li>• Can use commas to separate items in a list</li> <li>• Can use apostrophes to mark where letters are missing in spelling (may not always be consistent or accurate)</li> <li>• Can use apostrophes to mark singular possession in nouns (e.g., <i>the girl's name</i>) (may not always be consistent or accurate)</li> <li>• Can use bullet points to list information</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Can construct sentences according to their function, i.e., as a statement, question, exclamation or command</b></li> <li>• Can choose and use present tense and past tense consistently throughout writing</li> <li>• Can use the progressive form of verbs in the past and present tense to mark actions in progress (e.g., <i>she is drumming, he was shouting</i>)</li> <li>• Can use subordination (<i>when, if, that, because</i>) and co-ordination (<i>or, and, but</i>)</li> <li>➤ <b>Can use expanded noun phrases for description and specification (e.g., <i>the blue butterfly, plain flour, the man in the moon</i>)</b></li> <li>• Can form nouns using suffixes, such as <i>-ness, -er</i>, and by compounding, e.g., <i>whiteboard, superman</i></li> <li>• Can form adjectives using suffixes, such as <i>-ful, -less</i> (see full list of suffixes on p.46 in English Appendix 1 as a guide)</li> <li>• Can use the suffixes <i>-er, -est</i> in adjectives, and use <i>-ly</i> in Standard English to turn adjectives into adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Can use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words</li> <li>• Can spell common monosyllabic words accurately</li> <li>• Can use simple phonic strategies (CVC words) accurately when trying to spell unknown words (e.g. submarine)</li> <li>• Can spell words containing phase 5 graphemes to include alternate graphemes for the same phoneme (e.g. a/ai/a_e)</li> <li>• Can spell high frequency words for Years 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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 un-joined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters</li> <li>• upper and lower case letters are not mixed within words</li> </ul>
<b>Band 3 (Year 3)</b>	<ul style="list-style-type: none"> <li>➤ <b>Can produce work which is organised, engaging and clear (e.g. simple openings and endings, paragraphs, develop characters and plot, describe settings, feelings and emotions)</b></li> <li>➤ <b>Can usually use correct grammatical structures in sentences, (nouns and verbs agree generally)</b></li> <li>➤ Can clarify relationships between points and ideas through the use of: <ul style="list-style-type: none"> <li>○ Conjunctions (e.g. but, when, while, however, because...)</li> <li>○ Adverbs</li> <li>○ Prepositions/prepositional phrases</li> </ul> </li> <li>➤ <b>Can consciously select adjectives and adverbs for description</b></li> <li>• Can use interesting, appropriate and sometimes ambitious words (MUST move on from Band 2)</li> <li>➤ <b>Can use expected text structures and organisational devices, such as headings and sub-headings, when writing a range of non-narrative material.</b></li> <li>➤ <b>Can adapt form and style to write for a range of purposes and audiences:</b> <ul style="list-style-type: none"> <li>○ <b>Establishing and maintaining appropriate tone for majority of piece (e.g. clear difference between informal and formal letters);</b></li> <li>○ <b>Using appropriate language features (e.g. abbreviated sentences in notes and diaries).</b></li> </ul> </li> <li>• Can use literary features to create effect (e.g. alliteration, simile)</li> <li>• Is beginning to use paragraphs to group ideas sensibly.</li> <li>• Can evaluate and edit own work and suggest improvements (in line with band expectations)</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Consistently uses capital letters, full stops, question marks and exclamation marks to demarcate sentences</b></li> <li>➤ <b>Can use commas to separate items in a list</b></li> <li>• <b>Can use apostrophes to mark where letters are missing in spelling</b></li> <li>• Can use apostrophes (omission and possession)</li> <li>• Beginning to use inverted commas (speech marks) to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Can express time, place and cause using conjunctions (e.g., <i>when, before, after, while, so, because</i>), adverbs (e.g., <i>then, next, soon, therefore</i>) or prepositions (e.g., <i>before, after, during, in, because of</i>)</b></li> <li>• Can use the present perfect form of verbs instead of the simple past (e.g., <i>He has gone out to play</i>, rather than, <i>He went out to play</i>)</li> <li>• Can refer to word families based on common words (e.g., <i>solve, solution, solver, dissolve, insoluble</i>)</li> <li>• Can form nouns using a range of prefixes (e.g., <i>super-, anti-, auto-</i>)</li> <li>• Can use 'a' or 'an' according to whether then next word begins with a consonant or a vowel (e.g., <i>a rock, an open box</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Can spell phonetically regular or familiar common polysyllabic words accurately (e.g. forward, bonfire)</li> <li>• Can spell all statutory words for Year 3</li> </ul>	<ul style="list-style-type: none"> <li>• 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 un-joined</li> <li>• Handwriting style adapted for different purposes (e.g. printing, capitalisation, bold, italics)</li> </ul>

	Composition	Punctuation	Vocabulary & Grammar	Spelling	Handwriting
Band 4 (Year 4)	<ul style="list-style-type: none"> <li>➤ <b>Can produce written work (in a range of genres) which is organised, imaginative and clear with consideration for the audience and purpose (e.g. using dialogue, giving opinion, interest or humour to add detail)</b></li> <li>➤ <b>Can use correct grammatical structures in sentences, (nouns and verbs agree)</b></li> <li>➤ <b>Can use appropriate language choices to give order or emphasis (e.g. if...then..., we...so as to...)</b> <ul style="list-style-type: none"> <li>• Can extend sentences using more sophisticated language to clarify relationships between points and ideas, (e.g. however, furthermore, although)</li> </ul> </li> <li>➤ <b>Can use paragraphs consistently and appropriately to organise ideas around a theme</b></li> <li>➤ <b>Can use well-chosen vocabulary (e.g. verbs and nouns) in order to develop interesting and creative ideas.</b> <ul style="list-style-type: none"> <li>• Can write non-narrative material, using headings and sub-headings to organise texts</li> <li>• Is beginning to develop a sense of pace (lively and interesting)</li> <li>• Can use literary features appropriately to create effect, (e.g. alliteration, simile, metaphor)</li> </ul> </li> <li>➤ <b>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</b> <ul style="list-style-type: none"> <li>• Can evaluate and edit own work and suggest improvements (in line with band expectations)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Can use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, 'Sit down!')</li> <li>➤ <b>Can use apostrophes to mark plural possession (e.g. the girl's name, the girls' names)</b></li> <li>➤ <b>Can consistently use apostrophes for omission (e.g. don't, can't)</b></li> <li>➤ <b>Can use commas after fronted adverbials (e.g. Happily, she skipped across the road)</b></li> <li>• Can use ellipsis to create atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>• Can choose and use the grammatical difference between plural and possessive –s</li> <li>• Can 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)</li> <li>• Can 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)</li> <li>➤ <b>Can use fronted adverbials (e.g. Later that day, I heard the bad news.)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can spell unfamiliar regular polysyllabic words accurately</li> <li>• Can spell all statutory words for Year 4</li> </ul>	<ul style="list-style-type: none"> <li>• increase the legibility, consistency and quality of his/her handwriting (e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</li> </ul>
Band 5 (Year 5)	<ul style="list-style-type: none"> <li>➤ <b>Can produce writing (across a range of genres) which is varied, interesting, and thoughtful including a wide range of well-chosen vocabulary.</b></li> <li>➤ <b>Can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</b> <ul style="list-style-type: none"> <li>• Can organise ideas appropriately for both purpose and reader, (e.g. chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etc.) and use associated presentational features (e.g. captions; headings; fonts)</li> </ul> </li> <li>➤ <b>Can write by linking ideas across paragraphs using adverbials of time E.g. Later place nearby and number secondly or tense choices he had seen her before</b></li> <li>➤ <b>Can use complex sentence structures appropriately (e.g. opening with subordinate clause, fronted adverbials, relative clause)</b> <ul style="list-style-type: none"> <li>• Can use, or attempts to use, grammatically complex structures (e.g. expansion before and after the noun – 'The little, old man who lived on the hill..; subordinating clauses – 'I felt better when..; 'who taught me the guitar.')</li> <li>• Can show confident and established 'voice' and attempt to convey a viewpoint throughout the piece (e.g. authoritative, expert, convincing portrayal of character, opposing opinions etc.)</li> <li>• Can use a range of strategies and techniques confidently and appropriately to engage and involve the reader, (e.g. asides, comment, observation, anticipation, suspense, tension)</li> <li>• Can use a range of devices to adapt writing to the needs of the reader, (e.g. parenthesis, introduction providing context, footnote, contents, bibliography)</li> <li>• Can use different techniques to conclude work appropriately, (e.g. opinion, summary, justification, comment)</li> <li>• Can vary sentence length and word order confidently to sustain interest, (rhetorical questions e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?')</li> <li>• In narratives, can describe settings, characters and atmosphere effectively and interweave them to develop the writing.</li> <li>• Can use a range of narrative techniques with confidence, interweaving elements when appropriate, (e.g. action, dialogue, quotation, pace)</li> <li>• Can use literary features appropriately to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect)</li> </ul> </li> <li>➤ <b>Can use a wide range of devices to build cohesion within a paragraph (e.g. subsequently, consequently, furthermore)</b> <ul style="list-style-type: none"> <li>• <b>Can use adverbials to link ideas across paragraphs</b></li> <li>• Can evaluate and edit own work and suggest improvements (in line with band expectations)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Can use brackets, dashes or commas to indicate parenthesis</li> <li>➤ <b>Can use commas to clarify meaning or avoid ambiguity</b></li> <li>• Beginning to use the colon to introduce a list and use of semi-colons within lists</li> <li>• Beginning to use semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.)</li> </ul>	<ul style="list-style-type: none"> <li>• Can use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Can indicate degrees of possibility using adverbs such as perhaps, surely or modal verbs (might, should, will, must)</li> <li>• Can convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</li> <li>• Can use verb prefixes (e.g. dis-, de-, mis-, over- and re-)</li> <li>➤ <b>Can write using correct subject / verb agreement</b></li> <li>➤ <b>Can write using consistent and correct use of tense</b></li> </ul>	<ul style="list-style-type: none"> <li>• All spelling including complex words is almost always correct</li> <li>• Can spell all statutory words for Year 5</li> </ul>	<ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task</li> </ul>

	Composition	Punctuation	Vocabulary & Grammar	Spelling	Handwriting
Band 6 (Year 6)	<ul style="list-style-type: none"> <li>Can adapt writing for the full range of purposes.</li> <li>➤ <b>In all writing, uses vocabulary, grammar and punctuation to enhance effects and clarify meaning.</b></li> <li>Can write using correct subject / verb agreement throughout a piece of writing, by distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>Can develop ideas through controlled use of: elaboration or imaginative detail and use pertinent and precise detail as appropriate (e.g. show not tell to effect)</li> <li>Can always construct grammatically correct sentences, unless using dialect or alternative constructions consciously for effect.</li> <li>Can use creative and varied sentence structure when appropriate, intermingling with simple structures for effect.</li> <li>Can use a range of narrative techniques and vary levels of formality with confidence and awareness of audience, interweaving elements when appropriate, (e.g. action, dialogue, quotation, aside, suspense, tension, comment, dialogue)</li> <li>Can sustain a convincing viewpoint throughout the piece (e.g. authoritative, expert, convincing portrayal of character, opposing opinions etc.)</li> <li>Can use a wide range of links to connect paragraphs or sections (e.g. for time, sequence, mode) and use implicit links within text (e.g. referring back to a point made earlier or forward to more information or detail to come)</li> <li>Can group items for effect (e.g. Pattern of threes within sentences or paragraphs – exhausted, tired and hungry ... )</li> <li>Can use a range of techniques to interact or show awareness of audience (e.g. action, dialogue, quotation)</li> <li>Can use a wide range of conventions appropriately to the context (e.g. paragraphs, sub and side headings, addendum, footnote, contents etc.)</li> <li>Uses a range of stylistic features to create affect within the text (e.g. rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, impersonal voice or universal appeal)</li> <li>➤ <b>In narratives, can integrate dialogue to convey character and advance the action.</b></li> <li>➤ <b>Can use wide range of layout devices to structure text effectively (e.g. sub-headings, bullet points, tables)</b></li> <li>Can evaluate and edit own work and suggest improvements (in line with band expectations)</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Consistently uses capital letter, full stops, question marks and exclamation marks</b></li> <li>Can use the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.)</li> <li>Can use the colon to introduce a list and use of semi-colons within lists</li> <li>Can use hyphens to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</li> </ul>	<ul style="list-style-type: none"> <li>Can use vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out - discover; ask for - request; go in – enter)</li> <li>Can use 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)</li> <li>➤ <b>Can 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))</b></li> <li>➤ <b>Can use the perfect form of verbs to mark relationships of time and cause (e.g. Present perfect: I have done my homework. Past perfect: I had done my homework by the time.... Future perfect: I will have completed my homework by the time...)</b></li> <li>➤ <b>Can use expanded noun phrases to convey complicated information concisely (e.g. a grotesque creature with an enormous, furry body and a tiny head...)</b></li> </ul>	<ul style="list-style-type: none"> <li>Can spell all vocabulary correctly, apart from rare, technical or obscure words</li> <li>Can spell all statutory words for Year 6</li> </ul>	<ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task</li> </ul>
Band 7 (Year 7)	<ul style="list-style-type: none"> <li>Can adapt writing for a wide range of purposes and audiences, including well-structured formal expository and narrative essays</li> <li>Can adapt writing for a wide range of purposes and audiences, including stories, scripts, poetry and other imaginative writing</li> <li>Can adapt writing for a wide range of purposes and audiences, including notes and polished scripts for talks and presentations</li> <li>Can adapt writing for a wide range of purposes and audiences, including a range of other narrative and non-narrative texts, including arguments, and personal and formal letters</li> <li>Can write accurately, fluently, effectively and at length</li> <li>Can summarise and organise a range of materials in order to communicate information clearly</li> <li>Can develop ideas and arguments with any necessary factual detail</li> <li>Can plan, draft, edit and proof-read through considering how my writing reflects the audiences and purposes for which it was intended</li> <li>Can write with a viewpoint that conveys an individual voice and is generally sustained throughout a piece, e.g. authoritative expert view, convincing characterisation, opposing opinions</li> <li>Can develop ideas through controlled use of elaboration, nominalisation and imaginative detail. E.g. influence on early childhood on character's later actions</li> <li>Can use a range of features to inform the reader of the overall direction of the writing; such as <ul style="list-style-type: none"> <li>- opening paragraphs that clearly introduce themes or create interest,</li> <li>- by withholding information for effect</li> </ul> </li> <li>Can organise my text to take account of the reader's possible reaction, questions or opinion, by <ul style="list-style-type: none"> <li>- using flashback in narrative</li> <li>- placing information according to importance</li> <li>- balancing perspectives or points of view</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Can achieve a particular effect in my writing by consciously using new vocabulary and grammatical constructions from what I have read and listened to</li> <li>Can demonstrate that I know the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</li> <li>Can use Standard English confidently in my own writing</li> <li>Can use varied, precise and often ambitious vocabulary</li> <li>Can use modifiers to qualify, intensify or emphasise (e.g. exceptional result, insignificant amount)</li> <li>Can control use of a variety of simple and more complex sentences and this contributes to clarity of purpose and overall effect on the reader</li> <li>Can select and control verb forms to convey precision of meaning (e.g. It would be helpful if you could let me know, as this will enable me to take further action.)</li> </ul>		

**Appendix - Spelling statements**

<p align="center"><b>Band 1</b></p>	<ul style="list-style-type: none"> <li>spell words containing each of the 40+ phonemes already taught</li> <li>spell common exception words</li> <li>spell the days of the week</li> <li>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</li> <li>add prefixes and suffixes using the prefix un-</li> <li>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)</li> <li>apply simple spelling rules and guidance, as listed in English Appendix 1</li> </ul>
<p align="center"><b>Band 2</b></p>	<ul style="list-style-type: none"> <li>spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>spell by learning to spell common exception words</li> <li>can spell words with contractions</li> <li>spell by learning the possessive apostrophe (singular) (e.g. the girl's book)</li> <li>spell common homophones/near homophones correctly</li> <li>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>apply spelling rules and guidance, as listed in English Appendix 1</li> </ul>
<p align="center"><b>Band 3</b></p>	<ul style="list-style-type: none"> <li>use the prefixes un-, dis-, mis-, re-, pre-</li> <li>add suffixes beginning with vowel letters to words of more than one syllable (e.g. forgetting, preferred, gardening, limited)</li> <li>use the suffix -ly</li> <li>spell words with endings sounding like "zh" and "ch" (e.g. treasure, measure, picture, nature)</li> <li>spell words with endings which sound like "zhun" (e.g. division, decision)</li> <li>spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane</li> <li>spell words that are often misspelt as listed in English Appendix 1</li> <li>spell words containing the "i" sound spelt "y" elsewhere than at the end of words (e.g. myth, gym)</li> <li>spell words containing the "u" sound spelt "ou" (e.g. young, touch, double)</li> <li>spell words with the "k" sound spelt "ch" (e.g. scheme, school, echo)</li> <li>spell words with the "sh" sound spelt "ch" (e.g. chef, machine)</li> <li>spell words with the "ay" sound spelt "ei", "eigh" or "ey" (e.g. eight, they)</li> </ul>
<p align="center"><b>Band 4</b></p>	<ul style="list-style-type: none"> <li>use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-</li> <li>understand and add suffixes -ation, -ous</li> <li>add endings which sound like "shun" spelt -tion, -sion, -ssion, -cian (e.g. invention, discussion, tension, magician)</li> <li>spell words ending with the "g" sound spelt "gue" and the "k" sound spelt -que (e.g. rogue, tongue, antique, unique)</li> <li>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</li> <li>spell more complex words that are often misspelt as listed in English Appendix 1</li> <li>spell words with the "s" sounds spelt "sc" (e.g. science, scene)</li> <li>place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's)</li> </ul>
<p align="center"><b>Band 5</b></p>	<ul style="list-style-type: none"> <li>spell word endings which sound like "shush" spelt -cious or -tious (e.g. vicious, delicious, ambitious, cautious)</li> <li>spell word endings which sound like "shil" spelt -cial or -tial (e.g. official, partial)</li> <li>spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency (e.g. transparent/transparency, tolerant/tolerance)</li> <li>spell words ending in -able and -ible also -ably and -ibly (e.g. adorable, possible, adorably, possibly)</li> <li>spell words containing the letter-string "ough" (e.g. bought, rough, through, bough)</li> <li>spell some words with "silent" letters (e.g. knight, psalm, solemn)</li> </ul>
<p align="center"><b>Band 6</b></p>	<ul style="list-style-type: none"> <li>add suffixes beginning with vowel letters to words ending in -fer (e.g. referring, preferred, referee, preference)</li> <li>use prefixes involving the use of a hyphen (e.g. co-ordinate, re-enter)</li> <li>distinguish between homophones and other words which are often confused as listed in English Appendix 1</li> </ul>