

NATIONAL CURRICULUM WRITING LIST

OBJECTIVES and CHILD SPEAK TARGETS

WRITING Key Stage 2 Year 3

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 2 Y3	Transcription			
KS 2 Y3	Transcription	Use some prefixes and suffixes and understand how to add them (English Appendix 1). ↳ GD objective: Use a range of prefixes and suffixes and understand how to add them independently (English Appendix 1).	<i>I use some prefixes and suffixes and understand how to use them in my writing.</i>	<i>I know and use more prefixes and suffixes and understand how to use them in my writing.</i>
KS 2 Y3	Transcription	Spell some homophones. ↳ GD objective: Spell some homophones confidently, using them in context in their work.	<i>I can spell some homophones.</i>	<i>I can spell some homophone confidently and use them in context in my work.</i>
KS 2 Y3	Transcription	Spell some words that are often misspelt (English Appendix 1). ↳ GD objective: Spell a range of words that are often misspelt (English Appendix 1), using them in their writing.	<i>I am able to spell some words that are often misspelt.</i>	<i>I am able to spell a range of words that are often misspelt; correctly in my wiring.</i>
KS 2 Y3	Transcription	Beginning to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. ↳ GD objective: Beginning to place the possessive apostrophe accurately in words with regular plurals [for example: girls', boys'] and in words with irregular plurals [for example: children's] and use it regularly in their writing.	<i>I know how to use the possessive apostrophe in some plurals.</i>	<i>I know how to use the possessive apostrophe in some plurals and use it in my writing.</i>
KS 2 Y3	Transcription	Use the first two letters of a word to check its spelling in a dictionary. ↳ GD objective: Use the first two letters of a word to check its spelling in a dictionary as part of their own routine.	<i>When using a dictionary, I am able to use the first two letters of a word to check its meaning.</i>	<i>When using a dictionary, I am able to use the first two letters of a word to check its meaning independently.</i>
KS 2 Y3	Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ↳ GD objective: Write accurately from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	<i>I can write simple sentences that have been read to me, using the correct punctuation.</i>	<i>I can correctly write sentences that have been read to me, using accurate punctuation.</i>
KS 2 Y3	Handwriting			
KS 2 Y3	Handwriting	Beginning to use the diagonal and horizontal strokes that are needed to	<i>I am beginning to join my letters when writing.</i>	<i>I am beginning to join my letters more fluently when</i>

		<p>join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>↳ GD objective: Beginning to use the diagonal and horizontal strokes more fluently that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined in longer pieces of writing.</p>		<i>writing longer pieces.</i>
KS 2 Y3	Handwriting	<p>Beginning to increase the legibility, consistency and quality of their handwriting [for example, 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].</p> <p>↳ GD objective: Beginning to increase the legibility, consistency and quality of their handwriting [for example: 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] over sustained pieces of writing.</p>	<i>I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other.</i>	<i>I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other during sustained pieces of writing.</i>
KS 2 Y3	Composition			
KS 2 Y3	Composition	<p>Plan their writing by beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>↳ GD objective: Plan their writing by beginning to discuss and evaluate writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<i>I plan my writing by looking at similar texts written before.</i>	<i>I plan my writing by evaluating similar texts written before.</i>
KS 2 Y3	Composition	<p>Plan their writing by beginning to discuss and record ideas.</p> <p>↳ GD objective: Plan their writing by beginning to discuss and record ideas as part of their own routine across a range of styles.</p>	<i>I am able to make notes about what I will write about.</i>	<i>I am able to make notes independently about what I will write about across a range of styles.</i>
KS 2 Y3	Composition	<p>Draft and write by composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>↳ GD objective: Draft and write by autonomously composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p>	<i>I use different sentence structures and some better vocabulary in my writing.</i>	<i>I use different sentence structures independently and the most effective vocabulary in my writing.</i>
KS 2 Y3	Composition	<p>[KEY] Draft and write by organising simple paragraphs around a theme.</p> <p>↳ GD objective: Draft and write by confidently organising structured, simple paragraphs around a theme across a range of styles.</p>	<i>I can draft my work into short paragraphs.</i>	<i>I can confidently draft my work into short paragraphs across a range of styles.</i>
KS 2 Y3	Composition	<p>[KEY] Draft and write by creating simple settings, characters and a basic plot in narratives.</p> <p>↳ GD objective: Draft and write by automomously creating simple settings, characters and a basic plot in narratives.</p>	<i>I can organise my writing using settings, characters and plot.</i>	<i>I can independently organise my writing using settings, characters and plot.</i>

KS 2 Y3	Composition	[KEY] Draft and write by beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings]. ↳ GD objective: Draft and write by beginning to automatically use simple organisational devices in non-narrative material [for example: headings and sub-headings] across a range of styles.	<i>I can organise my writing by using headings.</i>	<i>I can organise my writing by using headings independently across a range of styles.</i>
KS 2 Y3	Composition	Evaluate and edit by beginning to assess the effectiveness of their own and others' writing and suggesting improvements. ↳ GD objective: Evaluate and edit by beginning to analyse and evaluate the effectiveness of their own and others' writing and suggesting improvements.	<i>I can edit my own work to add some improvements to the texts.</i>	<i>I can edit my own work to add some improvements to the texts as a result of evaluating my own and others' work.</i>
KS 2 Y3	Composition	Evaluate and edit by beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. ↳ GD objective: Evaluate and edit by beginning to propose effective changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences independently	<i>I can edit written work to improve the use of vocabulary.</i>	<i>I can edit written work independently to improve it, choosing much more effective vocabulary.</i>
KS 2 Y3	Composition	[KEY] Proof-read for some spelling and punctuation errors. ↳ GD objective: As part of their own routine, proof-read for some spelling and punctuation errors.	<i>When I finish a piece of work I will read it through to correct some spelling and punctuation errors.</i>	<i>When I finish a piece of work I have a routine of reading it through thoroughly to correct some spelling and punctuation errors.</i>
KS 2 Y3	Composition	Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear. ↳ GD objective: Read aloud their own writing to a range of audiences using increasing intonation and control of tone and volume so that the meaning is distinct and clear.	<i>I can read my writing out to an audience in a clear manner.</i>	<i>I can read my writing out more confidently to a range of audiences in a clear manner.</i>
KS 2 Y3	Vocabulary Grammar Punctuation			
KS 2 Y3	Vocabulary Grammar Punctuation	Develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by independently using an increasing range of appropriate conjunctions.	<i>I can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.</i>	<i>I can independently write sentences which contain more than one clause, by using a wider range of appropriate conjunctions.</i>
KS 2 Y3	Vocabulary Grammar Punctuation	[KEY] Develop their understanding of the concepts set out in English Appendix 2 by using the present perfect form of verbs in contrast to the past tense. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by independently using the present perfect form of verbs in contrast to the past tense.	<i>I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.</i>	<i>I understand and can use the present perfect form of verbs independently, which contrast to the past tense in my writing.</i>

KS 2 Y3	Vocabulary Grammar Punctuation	Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading. ↳ GD objective: Independently apply and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading.	<i>I can use the grammar rules set out in my grammar list.</i>	<i>I can apply the grammar rules set out in my grammar list independently.</i>
KS 2 Y3	Vocabulary Grammar Punctuation	[KEY] Develop their understanding of the concepts set out in English Appendix 2 by using conjunctions, adverbs and prepositions to express time and cause. ↳ GD objective: Develop and apply their understanding of the concepts set out in English Appendix 2 by confidently using conjunctions, adverbs and prepositions to accurately express time and cause in a range of contexts.	<i>I can use conjunctions, adverbs and prepositions to express time and cause in my writing.</i>	<i>I can confidently use conjunctions, adverbs and prepositions to accurately express time and cause in my writing.</i>
KS 2 Y3	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 3 understanding the formation of nouns using a range of prefixes [for example super-, anti-, auto-] ↳ GD objective: Use and apply grammatical terminology for Year 3 understanding the formation of nouns using and applying a range of prefixes [for example super-, anti-, auto-] in a range of contexts.	<i>I can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know.</i>	<i>I can apply prefixes to form new words, such as adding super-, anti- or auto- to words I already know.</i>
KS 2 Y3	Vocabulary Grammar Punctuation	[KEY] Use grammatical terminology for Year 3 understanding the use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. ↳ GD objective: Use and apply grammatical terminology for Year 3 understanding the use of the forms a or an confidently according to whether the next word begins with a consonant or a vowel [for example: a rock, an open box].	<i>I know when to use 'a' or 'an' depending on what the next word begins with.</i>	<i>I know when to use 'a' or 'an' confidently depending on what the next word begins with.</i>
KS 2 Y3	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 3 understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]. ↳ GD objective: Use and apply grammatical terminology for Year 3 understanding word families based on common words, confidently showing how words are related in form and meaning [for example: solve, solution, solver, dissolve, insoluble].	<i>I know some words belong to word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.</i>	<i>I know a wide range of words which belong to different word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.</i>
KS 2 Y3	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 3 understanding paragraphs as a way to group related material. ↳ GD objective: Use and apply grammatical terminology for Year 3 understanding and using paragraphs as a way to group related material; explaining the need to start a new paragraph.	<i>I group ideas I write about into paragraphs.</i>	<i>I group ideas I write about into paragraphs and can explain why I decided to start a new paragraph.</i>
KS 2 Y3	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 3 using headings and sub-headings to aid presentation. ↳ GD objective: Use and apply grammatical terminology for Year 3 independently using headings and sub-headings to aid presentation in a range of contexts.	<i>I use headings and sub-headings to structure and present my work.</i>	<i>I use headings and sub-headings independently to structure and present my work across a range of genres.</i>

KS 2 Y3	Vocabulary Grammar Punctuation	[KEY] Use grammatical terminology for Year 3 beginning to use inverted commas to punctuate direct speech. ↳ GD objective: Use and apply grammatical terminology for Year 3 confidently and mostly accurately using inverted commas to punctuate direct speech.	<i>I know that inverted commas are used to open and close what someone is saying in a text.</i>	<i>I know that inverted commas are used to open and close what someone is saying in a text and I use it confidently in my writing.</i>
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WRITING Key Stage 2 Year 4

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 2 Y4	Transcription			
KS 2 Y4	Transcription	Use further prefixes and suffixes and understand how to add them (English Appendix 1). ↳ GD objective: Independently apply further prefixes and suffixes in a range of contexts (English Appendix 1).	<i>I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.</i>	<i>I have increased my knowledge of prefixes and suffixes and can accurately apply them in my writing.</i>
KS 2 Y4	Transcription	Spell further homophones. ↳ GD objective: Spell a wider range of homophones independently and use them correctly in their writing.	<i>I can spell an increasing number of homophones.</i>	<i>I can spell a wide range of number of homophones independently and can use them correctly in my work.</i>
KS 2 Y4	Transcription	Spell words that are often misspelt (English Appendix 1). ↳ GD objective: Spell a wider range of words that are often misspelt and use them accurately in their work in a range of contexts (English Appendix 1).	<i>I am able to spell words that are often misspelt.</i>	<i>I am able to spell an increasing number of words that are often misspelt and include them in my writing.</i>
KS 2 Y4	Transcription	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. ↳ GD objective: Independently place the possessive apostrophe accurately in words with regular plurals [for example: girls', boys'] and in words with irregular plurals [for example: children's].	<i>I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.</i>	<i>I know how to use the possessive apostrophe independently and accurately in words with regular and irregular plurals.</i>
KS 2 Y4	Transcription	Use the first two or three letters of a word to check its spelling in a dictionary. ↳ GD objective: Independently use the first three letters of a word to check its spelling in a dictionary.	<i>When using a dictionary, I am able to use the first two or three letters of a word to check its meaning.</i>	<i>When using a dictionary, I can use the first three letters of a word to check its meaning independently.</i>
KS 2 Y4	Transcription	[KEY] Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ↳ GD objective: Write from memory more complex sentences, dictated by the teacher, that include words and punctuation taught so far.	<i>I can write simple sentences from memory that have been dictated to me, using the correct punctuation.</i>	<i>I can write more complex sentences from memory that have been dictated to me, using the correct punctuation.</i>
KS 2 Y4	Handwriting			
KS 2 Y4	Handwriting	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. ↳ GD objective: Consistently and fluently 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.	<i>In handwriting, I know which letters are appropriate to join.</i>	<i>In handwriting, I know which letters are appropriate to join and I can join them consistently.</i>
KS 2 Y4	Handwriting	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and	<i>My joined handwriting is legible with all letters the same height and the correct distance apart from each</i>	<i>My joined handwriting is fluid from letter to letter with all letters the same height and the correct distance</i>

		<p>equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>↳ GD objective: Increase the speed, fluidity and quality of their handwriting [for example: 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].</p>	<i>other.</i>	<i>apart from each other.</i>
KS 2 Y4	Composition			
KS 2 Y4	Composition	<p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>↳ GD objective: Plan their writing by independently discussing and comparing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<i>I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.</i>	<i>I independently plan my writing by comparing and discussing similar texts I have written before - identifying and evaluating the structure and vocabulary.</i>
KS 2 Y4	Composition	<p>Plan their writing by discussing and recording ideas.</p> <p>↳ GD objective: Plan their writing by discussing and recording a range of creative ideas in a range of contexts.</p>	<i>I am able to use ideas to plan my writing.</i>	<i>I am able to use a range of creative ideas to plan my writing.</i>
KS 2 Y4	Composition	<p>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>↳ GD objective: Draft and write by independently composing and rehearsing creative sentences orally (including dialogue), progressively building and using more creative and richer vocabulary and an increasing range of sentence structures (English Appendix 2).</p>	<i>I am using an increasing range of sentence structures and richer vocabulary in my writing.</i>	<i>I am using a wider range of sentence structures and a more creative, richer vocabulary in my writing.</i>
KS 2 Y4	Composition	<p>[KEY] Draft and write by organising paragraphs around a theme.</p> <p>↳ GD objective: Draft and write by appropriately organising paragraphs around a theme in a range of contexts.</p>	<i>I can draft my work into paragraphs.</i>	<i>I can draft my work into suitable paragraphs.</i>
KS 2 Y4	Composition	<p>[KEY] Draft and write by creating settings, characters and plot in narratives.</p> <p>↳ GD objective: Draft and write by creating a diverse range of effective settings, characters and plot in narratives.</p>	<i>I can organise my writing using different settings, characters and plot.</i>	<i>I can organise my writing using a wide range of effective settings, characters and plot.</i>
KS 2 Y4	Composition	<p>Draft and write by using simple organisational devices in non-narrative material [for example, headings and sub-headings].</p> <p>↳ GD objective: Draft and write by independently using simple organisational devices in non-narrative material [for example: headings and sub-headings] in a range of contexts.</p>	<i>I can organise my writing by using headings and sub-headings.</i>	<i>I can organise my writing independently by using headings and sub-headings.</i>
KS 2 Y4	Composition	<p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>↳ GD objective: Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting a range of valid improvements.</p>	<i>I can edit my own work and that of others and add improvements to the texts.</i>	<i>I can edit my own work and that of others and add a range of valid improvements to the texts.</i>

KS 2 Y4	Composition	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. ↳ GD objective: Evaluate and edit by proposing effective changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences in a range of contexts.	<i>I can edit written work to improve the use of grammar.</i>	<i>I can edit written work to effectively improve the use of grammar.</i>
KS 2 Y4	Composition	[KEY] Proof-read for spelling and punctuation errors. ↳ GD objective: Accurately proof-read for all spelling and punctuation errors in a range of contexts.	<i>When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.</i>	<i>When I finish a piece of work I will read it through thoroughly to correct all spelling and punctuation errors if present.</i>
KS 2 Y4	Composition	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. ↳ GD objective: Confidently read aloud their own writing, to a group or the whole class, using a range of appropriate intonation and controlling the tone and volume so that the meaning is clear and the audience is engaged.	<i>I can read my writing out to an audience in an interesting and clear manner.</i>	<i>I can confidently read my writing out, engaging an audience in an interesting and clear manner.</i>
KS 2 Y4	Vocabulary Grammar Punctuation			
KS 2 Y4	Vocabulary Grammar Punctuation	Indicate grammatical and other features by using commas after fronted adverbials. ↳ GD objective: Indicate grammatical and other features by independently using commas after fronted adverbials in a range of contexts.	<i>I use commas after fronted adverbials - such as 'Later that day, I heard the bad news'.</i>	<i>I use commas after fronted adverbials independently - such as 'Later that day, I heard the bad news'.</i>
KS 2 Y4	Vocabulary Grammar Punctuation	[KEY] Develop their understanding of the concepts set out in English Appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by creatively and independently choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	<i>I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.</i>	<i>I am beginning to develop my understanding of choosing nouns and pronouns appropriately and independently to enhance my writing.</i>
KS 2 Y4	Vocabulary Grammar Punctuation	[KEY] Develop their understanding of the concepts set out in English Appendix 2 by using fronted adverbials. ↳ GD objective: Develop and apply their understanding of the concepts set out in English Appendix 2 by independently using fronted adverbials.	<i>I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.</i>	<i>I can use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example: 'Later that day, I heard the bad news'.</i>
KS 2 Y4	Vocabulary Grammar Punctuation	[KEY] Use grammatical terminology for Year 4 understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]. ↳ GD objective: Use grammatical terminology for Year 4 understanding and applying Standard English forms for verb inflections instead of local spoken forms [for example: we were instead of we was, or I did instead of I done] correctly in their writing where appropriate.	<i>I know I should not write in the same way that I talk.</i>	<i>I know I should not write in the same way that I talk and I should write in Standard English when necessary.</i>
KS 2 Y4	Vocabulary	Indicate grammatical and other features by indicating possession by	<i>I can show I know how to correctly use the</i>	<i>I always show I know how to correctly apply the</i>

	Grammar Punctuation	using the possessive apostrophe with plural nouns. ↳ GD objective: Indicate grammatical and other features by accurately indicating possession by applying the possessive apostrophe with plural nouns in a range of contexts.	<i>possessive apostrophe with plural nouns in my writing.</i>	<i>possessive apostrophe with plural nouns in my writing.</i>
KS 2 Y4	Vocabulary Grammar Punctuation	[KEY] Indicate grammatical and other features by using and punctuating direct speech. ↳ GD objective: Indicate grammatical and other features by using and accurately punctuating direct speech.	<i>I can punctuate speech in a text.</i>	<i>I can punctuate speech in a text accurately.</i>
KS 2 Y4	Vocabulary Grammar Punctuation	Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading. ↳ GD objective: Use, understand and apply the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading independently.	<i>I can talk about my work using the learning from my Year 4 grammar list.</i>	<i>I can talk about my work using the learning from my Year 4 grammar list independently.</i>
KS 2 Y4	Vocabulary Grammar Punctuation	Develop their understanding of the concepts set out in English Appendix 2 by using expanded noun phrases to convey complicated information concisely. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by independently using expanded noun phrases to convey complicated information concisely.	<i>I describe nouns in careful detail when I need to write about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'.</i>	<i>I independently describe nouns in careful detail when I need to write about a complex object. For example: I use 'a dripping, shaggy dog' instead of 'a dog'.</i>

WRITING Key Stage 2 Year 5

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 2 Y5	Transcription			
KS 2 Y5	Transcription	Use some prefixes and suffixes and understand the guidance for adding them. ↳ GD objective: Use some prefixes and suffixes, understand the guidance for adding them and use them correctly in their writing.	<i>I add some prefixes and suffixes.</i>	<i>I add some prefixes and suffixes to create other words and use them in my writing.</i>
KS 2 Y5	Transcription	Beginning to spell some words with 'silent' letters [for example, knight, psalm, solemn]. ↳ GD objective: Beginning to spell some words with 'silent' letters [for example: knight, psalm, solemn] and use them in context in their work.	<i>I can spell some words that include silent letters.</i>	<i>I can spell some words that include silent letters and use them in context in my work.</i>
KS 2 Y5	Transcription	Beginning to distinguish between homophones and other words which are often confused. ↳ GD objective: Beginning to distinguish between homophones and other words which are often confused, including them in their writing independently.	<i>I know some words sound the same but are spelled differently.</i>	<i>I know some words sound the same but are spelled differently and include them in my writing independently.</i>
KS 2 Y5	Transcription	Beginning to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. ↳ GD objective: Beginning to use knowledge of morphology and etymology in spelling and understand that the spelling of a range of words needs to be learnt specifically, as listed in English Appendix 1, using them in their writing.	<i>I use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually.</i>	<i>I more confidently use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually and use these in my writing.</i>
KS 2 Y5	Transcription	Beginning to use dictionaries to check the spelling and meaning of words. ↳ GD objective: Beginning to use dictionaries to check the spelling and meaning of words independently.	<i>I am beginning to use a dictionary to check how words are spelled and what words mean.</i>	<i>I am beginning to use a dictionary to check how words are spelled and what words mean independently.</i>
KS 2 Y5	Transcription	Use the first three letters of a word to check spelling, meaning or both of these in a dictionary. ↳ GD objective: Use the first three letters of a word to check spelling, meaning or both of these in a dictionary accurately.	<i>I use the first three letters of a word to quickly find it in a dictionary.</i>	<i>I use the first three letters of a word to quickly find it in a dictionary accurately.</i>
KS 2 Y5	Transcription	Beginning to use a thesaurus. ↳ GD objective: Beginning to use a thesaurus to find the most effective synonym.	<i>I am beginning to use a thesaurus to improve my vocabulary use, finding a wider set of different words in my text.</i>	<i>I am beginning to use a thesaurus to improve my vocabulary use, finding the most appropriate words in my text.</i>
KS 2 Y5	Handwriting			
KS 2 Y5	Handwriting	Write legibly, fluently and with increasing speed by beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.	<i>I make sure others can read my handwriting.</i>	<i>I make sure others can read my handwriting with ease, across sustained pieces of writing.</i>

		↳ GD objective: Write legibly, fluently and with increasing speed by beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters across sustained pieces of writing.		
KS 2 Y5	Handwriting	Write legibly, fluently and with increasing speed by beginning to choose the writing implement that is best suited for a task. ↳ GD objective: Write legibly, fluently and with increasing speed by beginning to choose the writing implement that is best suited for a task, explaining their choices.	<i>I often choose the writing tool that is best suited for a task.</i>	<i>I can explain why I choose the writing tool that is best suited for a task.</i>
KS 2 Y5	Composition			
KS 2 Y5	Composition	[KEY] Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own. ↳ GD objective: Plan their writing by beginning to identify the audience for and purpose of the writing, more often selecting the appropriate form and using other similar writing as models for their own.	<i>I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing.</i>	<i>I am beginning to plan the structure of my writing by thinking more clearly about the audience for my text and the purpose of the writing.</i>
KS 2 Y5	Composition	Plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary. ↳ GD objective: Plan their writing by beginning to independently note and creatively develop initial ideas, drawing on reading and research where necessary.	<i>I plan my writing by making notes and then develop my initial ideas.</i>	<i>I plan my writing by making notes independently and then creatively develop my initial ideas.</i>
KS 2 Y5	Composition	Plan their writing by beginning to consider how authors have developed characters and settings. ↳ GD objective: Plan their writing by beginning to analysing how authors have developed characters and settings creatively.	<i>I plan my writing by using ideas from how other authors have developed their characters and settings.</i>	<i>I plan my writing by using the most effective ideas from how other authors have developed their characters and settings creatively.</i>
KS 2 Y5	Composition	Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ↳ GD objective: Draft and write by beginning to select the most effective grammar and vocabulary, understanding how such choices can change and enhance meaning, justifying their choices.	<i>I draft and write by selecting grammar and vocabulary to enhance my work.</i>	<i>I draft and write by selecting the most effective grammar and vocabulary to enhance my work, justifying my choices.</i>
KS 2 Y5	Composition	[KEY] Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. ↳ GD objective: Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives creatively.	<i>I review my work to add description to develop settings and characters.</i>	<i>I review my work to add creative description to develop settings and characters.</i>
KS 2 Y5	Composition	Draft and write by beginning to precis longer passages. ↳ GD objective: Independently draft and write by beginning to precis longer passages without losing the meaning of the text.	<i>I can precis a passage to create a sentence with the same meaning.</i>	<i>I can precis a passage independently without losing the meaning of the text.</i>

KS 2 Y5	Composition	Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs. ↳ GD objective: Draft and write by beginning to more independently use a range of devices to build cohesion within and across paragraphs.	<i>I am beginning to use details across my texts to help link paragraphs together into a full text.</i>	<i>I can use details across my texts to help link paragraphs together into a full text more confidently.</i>
KS 2 Y5	Composition	[KEY] Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points]. ↳ GD objective: Draft and write by beginning to use some organisational and presentational devices with greater independence to structure text and to guide the reader [for example: headings, and bullet points] independently.	<i>I use headings and bullet points to structure my writing.</i>	<i>I use headings and bullet points to structure my writing independently.</i>
KS 2 Y5	Composition	Evaluate and edit by beginning to assess the effectiveness of their own and others' writing. ↳ GD objective: Evaluate and edit by beginning to assess and explain the effectiveness of their own and others' writing.	<i>I beginning to evaluate and edit my work to think about whether it can be improved based on what I have read.</i>	<i>I evaluate and edit my work to think about whether it can be improved based on what I have read.</i>
KS 2 Y5	Composition	Evaluate and edit by beginning to propose changes to vocabulary, grammar and punctuation to enhance writing. ↳ GD objective: Evaluate and edit by beginning to propose effective changes to vocabulary, grammar and punctuation to enhance writing.	<i>I edit my texts to improve their content.</i>	<i>I edit my texts to improve their content effectively.</i>
KS 2 Y5	Composition	[KEY] Evaluate and edit by beginning to use the correct tense throughout a piece of writing. ↳ GD objective: Evaluate and edit by beginning to use the correct tense throughout sustained pieces of writing in different styles.	<i>I use the correct tense throughout a piece of writing.</i>	<i>I independently use the correct tense throughout sustained piece of writing in different styles.</i>
KS 2 Y5	Composition	Evaluate and edit by beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. ↳ GD objective: Evaluate and edit by beginning to ensure the more independent use of the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	<i>I am beginning to use singular and plural words accurately and I know my writing should not be the language of speech.</i>	<i>I use singular and plural words accurately and I know my writing should not be the language of speech.</i>
KS 2 Y5	Composition	[KEY] Beginning to proof-read for spelling and punctuation errors. ↳ GD objective: Beginning to proof-read for spelling and punctuation errors independently.	<i>I can read through my work to correct some spelling and punctuation mistakes.</i>	<i>I can read through my work to correct some spelling and punctuation mistakes independently.</i>
KS 2 Y5	Composition	Perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear. ↳ GD objective: Confidently perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear.	<i>I read aloud my own work so the meaning is clear to the listeners.</i>	<i>I confidently read aloud my own work to a range of different audiences so the meaning is clear to the listeners.</i>
KS 2 Y5	Vocabulary Grammar Punctuation			
KS 2 Y5	Vocabulary	[KEY] Develop their understanding of the concepts set out in English	<i>I use modal verbs (such as can/could, may/might,</i>	<i>I confidently use and apply modal verbs (such as</i>

	Grammar Punctuation	Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility. ↳ GD objective: Deepen their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility in a range of contexts.	<i>must, will/would, and shall/should) to explain how something might be possible.</i>	<i>can, could, may, might, must, will, would, and shall, should) to explain how something might be possible.</i>
KS 2 Y5	Vocabulary Grammar Punctuation	Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis. ↳ GD objective: Indicate grammatical and other features by always using brackets, dashes or commas to indicate parenthesis when required.	<i>I use brackets, dashes or commas to create an explanation section in a sentence.</i>	<i>I always use brackets, dashes or commas when required to create an explanation section in a sentence.</i>
KS 2 Y5	Vocabulary Grammar Punctuation	Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading. ↳ GD objective: Independently use and understand the full range grammatical terminology in English Appendix 2 Year 5 accurately, confidently and appropriately in discussing their writing and reading.	<i>I can talk about my work using the learning from my Year 5 grammar list.</i>	<i>I can talk confidently about my work using all of the learning from my Year 5 grammar list independently.</i>
KS 2 Y5	Vocabulary Grammar Punctuation	Develop their understanding of the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by independently using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	<i>I begin sentence clauses with who, which, where, when, whose, that or with.</i>	<i>I begin sentence clauses with who, which, where, when, whose, that or with independently.</i>
KS 2 Y5	Vocabulary Grammar Punctuation	[KEY] Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] ↳ GD objective: Use and apply grammatical terminology for Year 5 converting nouns or adjectives into verbs confidently using a wider range of suffixes [for example: -ate; -ise; -ify]	<i>I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].</i>	<i>I can confidently convert nouns or adjectives into verbs using a wider range of suffixes [for example -ate; -ise; -ify].</i>
KS 2 Y5	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 5 understanding verb prefixes [for example, dis-, de-, mis-, over- and re-]. ↳ GD objective: Use and apply grammatical terminology for Year 5 understanding and confidently applying verb prefixes [for example: dis-, de-,mis-, over, and re-].	<i>I understand a range of verb prefixes (such as dis-, de-, mis-, over- and re-).</i>	<i>I understand and can confidently apply range of verb prefixes (such as dis-, de-, mis-, over- and re-).</i>
KS 2 Y5	Vocabulary Grammar Punctuation	[KEY] Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. ↳ GD objective: Use and apply grammatical terminology for Year 5 understanding devices to build cohesion within paragraphs independently.	<i>I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.</i>	<i>I can make the structure of my paragraphs more cohesive by using a wider range of conjunctions independently.</i>
KS 2 Y5	Vocabulary Grammar	Use grammatical terminology for Year 5 understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices	<i>I know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example,</i>	<i>I confidently link ideas across paragraphs - using time [for example: later], place [for example: nearby] and number [for example: secondly] or tense choices</i>

	Punctuation	<p>[for example, he had seen her before].</p> <p>↳ GD objective: Use and apply grammatical terminology for Year 5 understanding linking ideas across paragraphs, confidently using a range of adverbials of time [for example: later], place [for example: nearby] and number [for example: secondly] or tense choices [for example: he had seen her before].</p>	<p><i>secondly] or tense choices [for example, he had seen her before].</i></p>	<p><i>[for example: he had seen her before].</i></p>
KS 2 Y5	Vocabulary Grammar Punctuation	<p>[KEY] Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.</p> <p>↳ GD objective: Indicate grammatical and other features by independently using commas to clarify meaning or avoid ambiguity in writing.</p>	<p><i>I use commas to structure my sentences and clarify the meaning of a text.</i></p>	<p><i>I use commas independently to structure my sentences and clarify the meaning of a text.</i></p>

WRITING Key Stage 2 Year 6

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 2 Y6	Transcription			
KS 2 Y6	Transcription	[EXS] [KEY] Use further prefixes and suffixes and understand the guidance for adding them. ↳ GD objective: Correctly apply in a range of contexts more prefixes and suffixes and understand the guidance for adding them.	<i>I add prefixes and suffixes using the rules we have worked on in class.</i>	<i>I use and apply prefixes and suffixes using the rules we have worked on in class.</i>
KS 2 Y6	Transcription	[EXS] [KEY] Spell some words with 'silent' letters [for example, knight, psalm, solemn]. ↳ GD objective: Independently spell more words with 'silent' letters [for example: knight, psalm, solemn].	<i>I can spell some words that include silent letters, such as knight, psalm and solemn.</i>	<i>I can spell more words that include silent letters independently, such as knight, psalm and solemn.</i>
KS 2 Y6	Transcription	[EXS] [KEY] Continue to distinguish between homophones and other words which are often confused. ↳ GD objective: Confidently distinguishes between a range of homophones and other words which are often confused.	<i>I know some words that sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').</i>	<i>I know a range of words that sound the same but are spelled differently and can confidently point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').</i>
KS 2 Y6	Transcription	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. ↳ GD objective: Use knowledge of morphology and etymology in spelling and understand that the spelling of a wider range of words needs to be learnt specifically, as listed in English Appendix 1.	<i>I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.</i>	<i>I confidently apply the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.</i>
KS 2 Y6	Transcription	Use dictionaries to check the spelling and meaning of words. ↳ GD objective: Use dictionaries accurately and independently to check the spelling and meaning of words.	<i>I use a dictionary to check how words are spelled and what words mean.</i>	<i>I use a dictionary accurately to check how words are spelled and what words mean.</i>
KS 2 Y6	Transcription	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. ↳ GD objective: Use the first four letters of a word to check spelling, meaning or both of these in a dictionary independently	<i>I use the first three or four letters of a word to quickly find it in a dictionary.</i>	<i>I use the first four letters of a word to quickly find it in a dictionary independently</i>
KS 2 Y6	Transcription	Use a thesaurus. ↳ GD objective: Confidently use a thesaurus in a range of contexts.	<i>I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.</i>	<i>I use a thesaurus to confidently improve my vocabulary use, using a wider set of different words in my text.</i>
KS 2 Y6	Handwriting			
KS 2 Y6	Handwriting	[EXS] [KEY] 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. ↳ GD objective: Write legibly, fluently and with speed by confidently choosing which shape of a letter to use when given choices and deciding	<i>I make sure others can read my handwriting and decide whether or not to join specific letters.</i>	<i>I make sure others can read my handwriting and confidently decide whether or not to join specific letters.</i>

		whether or not to join specific letters.		
KS 2 Y6	Handwriting	Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. ↳ GD objective: Write legibly, fluently and with speed by consistently choosing the writing implement that is best suited for a task.	<i>I choose the writing tool that is best suited for a task.</i>	<i>I consistently choose the writing tool that is best suited for a task.</i>
KS 2 Y6	Composition			
KS 2 Y6	Composition	[EXS] [KEY] Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. ↳ GD objective: Plan their writing by accurately identifying the audience for and purpose of the writing, independently selecting the appropriate form and using other similar writing as models for their own.	<i>I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.</i>	<i>I plan the structure of my writing by accurately identifying the audience for my text and the purpose of the writing.</i>
KS 2 Y6	Composition	Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. ↳ GD objective: Plan their writing by independently noting and developing initial ideas, drawing on reading and research where necessary in a range of contexts.	<i>I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</i>	<i>I plan my writing independently by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</i>
KS 2 Y6	Composition	Plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives. ↳ GD objective: Plan their writing by considering in depth how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.	<i>I plan my writing by considering how other authors have developed characters and settings.</i>	<i>I plan my writing by considering in detail how other authors have developed characters and settings.</i>
KS 2 Y6	Composition	[EXS] [KEY] Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ↳ GD objective: Draft and write in a range of contexts by always selecting the most appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	<i>I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i>	<i>I draft and write by always selecting the most appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i>
KS 2 Y6	Composition	[EXS] [KEY] Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. ↳ GD objective: Draft and write by creatively describing settings, characters and atmosphere and integrating appropriate dialogue to convey key character elements and advance the action in narratives.	<i>I review my work to further describe and develop settings, characters and the narrative atmosphere.</i>	<i>I review my work to creatively describe and develop settings, characters and the narrative atmosphere.</i>
KS 2 Y6	Composition	Draft and write by precisising longer passages. ↳ GD objective: Draft and write by independently precisising longer passages across a range of subjects.	<i>I can precis a longer passage to create a short text with the same meaning.</i>	<i>I can precis a longer passage independently to create a short text with the same meaning.</i>
KS 2 Y6	Composition	[EXS] [KEY] Draft and write by using a wide range of devices to build cohesion within and across paragraphs.	<i>I use themes and details across my texts to help link</i>	<i>I confidently apply a wider range of themes and details across my texts to help link paragraphs</i>

		↳ GD objective: Draft and write by confidently applying a wider range of devices to build cohesion within and across paragraphs in a range of contexts.	<i>paragraphs together into a flow of text.</i>	<i>together into a flow of text.</i>
KS 2 Y6	Composition	Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. ↳ GD objective: Draft and write by independently applying further organisational and presentational devices to structure text and to guide the reader [for example: headings, bullet points, underlining] in a range of contexts.	<i>I use headings, bullet points and underlining to structure and guide a reader through my writing.</i>	<i>I apply headings, bullet points and underlining independently to structure and guide a reader through my writing.</i>
KS 2 Y6	Composition	Evaluate and edit by assessing the effectiveness of their own and others' writing. ↳ GD objective: Evaluate and edit by confidently assessing the effectiveness of their own and others' writing in a range of contexts.	<i>I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.</i>	<i>I confidently evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.</i>
KS 2 Y6	Composition	[EXS] [KEY] Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ↳ GD objective: Evaluate and edit by independently proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in a range of contexts.	<i>I evaluate and edit my texts to enhance and clarify what I write by proposing changes to vocabulary, sentence structure, grammar and punctuation.</i>	<i>I evaluate and independently edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.</i>
KS 2 Y6	Composition	Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. ↳ GD objective: Evaluate and edit by always ensuring the consistent and correct use of tense throughout a piece of writing in a range of contexts.	<i>I ensure I use the consistent and correct use of tense throughout a piece of writing.</i>	<i>I always ensure I use the consistent and correct use of tense throughout a piece of writing.</i>
KS 2 Y6	Composition	[EXS] [KEY] Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. ↳ GD objective: Evaluate and edit by independently ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register in a range of contexts.	<i>I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.</i>	<i>I independently edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.</i>
KS 2 Y6	Composition	Proof-read for spelling and punctuation errors. ↳ GD objective: Accurately proof-read for spelling and punctuation errors in a range of contexts.	<i>I proof-read my work to correct spelling and punctuation mistakes.</i>	<i>I accurately proof-read my work to correct spelling and punctuation mistakes.</i>
KS 2 Y6	Composition	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. ↳ GD objective: Confidently perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	<i>I read aloud my own work so the meaning is clear, fluent and flows correctly.</i>	<i>I confidently read aloud my own work so the meaning is clear, fluent and flows correctly.</i>
KS 2 Y6	Vocabulary Grammar Punctuation			
KS 2 Y6	Vocabulary Grammar	[EXS] [KEY] Indicate grammatical and other features by using hyphens to avoid ambiguity.	<i>I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark</i>	<i>I use hyphens confidently to ensure the reader understands exactly what I mean. For example- man</i>

	Punctuation	↳ GD objective: Indicate grammatical and other features by using hyphens confidently to avoid ambiguity.	<i>is not the same as man-eating shark.</i>	<i>eating shark is not the same as man-eating shark.</i>
KS 2 Y6	Vocabulary Grammar Punctuation	Develop their understanding of the concepts set out in English Appendix 2 by recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by recognising and applying a wider range vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.	<i>I can write out formal speech or texts using appropriate vocabulary.</i>	<i>I can write out formal speech or texts applying a wider range of appropriate vocabulary.</i>
KS 2 Y6	Vocabulary Grammar Punctuation	[EXS] [KEY] Develop their understanding of the concepts set out in English Appendix 2 by using passive verbs to affect the presentation of information in a sentence. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by independently using a range of passive verbs to affect the presentation of information in a sentence in a range of contexts.	<i>I use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.</i>	<i>I independently use a range of passive verbs to affect the focus of information in a sentence - for example: I can change 'Sam repaired the car' into 'The car was repaired by Sam'.</i>
KS 2 Y6	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 6 understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little]. ↳ GD objective: Use and apply grammatical terminology for Year 6 understanding how words are related by meaning as synonyms and antonyms [for example: big, large, little] and choose the most appropriate alternative for effect.	<i>I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).</i>	<i>I know many words have similar meanings (synonyms) and others have opposite meanings (antonyms) and I choose the most suitable word for its effect.</i>
KS 2 Y6	Vocabulary Grammar Punctuation	[EXS] [KEY] Use grammatical terminology for Year 6 linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. ↳ GD objective: Use and apply grammatical terminology for Year 6 independently linking ideas across fluently paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example: the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.	<i>I link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.</i>	<i>I independently link ideas fluently across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.</i>
KS 2 Y6	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 6 understanding layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]. ↳ GD objective: Independently use and apply grammatical terminology for Year 6 understanding layout devices [for example: headings, sub-headings, columns, bullets, or tables, to structure text] across a range of styles and subjects.	<i>I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.</i>	<i>I structure my work with appropriate headings, sub-headings, columns, bullets, or tables independently across a range of styles and subjects.</i>
KS 2 Y6	Vocabulary Grammar	[EXS] [KEY] Indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent	<i>I mark out separate clauses in a sentence by using a semi-colon or colon.</i>	<i>I can confidently mark out separate clauses in a sentence by using a semi-colon or colon.</i>

	Punctuation	clauses. ↳ GD objective: Indicate grammatical and other features by confidently using semi-colons, colons or dashes to mark boundaries between independent clauses.		
KS 2 Y6	Vocabulary Grammar Punctuation	[EXS] [KEY] Indicate grammatical and other features by using a colon to introduce a list. ↳ GD objective: Indicate grammatical and other features by independently using a colon to introduce a list.	<i>I use a colon to indicate the beginning of a list.</i>	<i>Independently, I use a colon to indicate the beginning of a list</i>
KS 2 Y6	Vocabulary Grammar Punctuation	[EXS] [KEY] Indicate grammatical and other features by punctuating bullet points consistently. ↳ GD objective: Indicate grammatical and other features by independently punctuating bullet points consistently.	<i>I use bullet points accurately when constructing a list.</i>	<i>Independently, I use bullet points accurately when constructing a list.</i>
KS 2 Y6	Vocabulary Grammar Punctuation	Use and understand the grammatical terminology in English Appendix 2 Year 6 accurately and appropriately in discussing their writing and reading. ↳ GD objective: Use and understand the grammatical terminology in English Appendix 2 Year 6 accurately and appropriately in discussing their writing and reading at a greater depth.	<i>I can talk about my work using the learning from my Year 6 grammar list.</i>	<i>I can talk about my work using the learning from my Year 6 grammar list in greater depth.</i>