

| Name: | | Class: | Year: | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|----------------------|---------------------|------------------|----------|----------|----------|----------|----------|----------|
| Start score: | Target Score: | End Score: | | | | | | | |
| Transcription: Spelling | | | | | | | | | |
| 1. Use further prefixes and suffixes and understand the guidance for adding them (<i>Sp 5:1-11; GH 5:1,2</i>) | | | | | | | | | |
| 2. Spell some words with silent letters (<i>Sp 5:14-18; GH 5:3,4</i>) | | | | | | | | | |
| 3. Continue to distinguish between homophones and other words which are often confused (<i>Sp 5:19,20; GH 5:5,6</i>) | | | | | | | | | |
| 4. Use dictionaries to check the spelling and meaning of words (<i>GH 5:7</i>) and use a thesaurus | | | | | | | | | |
| 5. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary (<i>GH 5:8,9</i>) | | | | | | | | | |
| Transcription: Handwriting | | | | | | | | | |
| 6. 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 | | | | | | | | | |
| 7. Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task | | | | | | | | | |
| Writing: Composition | | | | | | | | | |
| 8. Plan their writing by: identifying the audience for & purpose of the writing, selecting the appropriate form & using other similar writing as models (<i>e.g. text type prompts & scaffolds</i>) | | | | | | | | | |
| 9. Plan their writing by: noting and developing initial ideas drawing on reading and research where necessary (<i>e.g. planning scaffolds UKS2</i>) | | | | | | | | | |
| 10. Draft and write by: selecting appropriate grammar and vocabulary (<i>pupil prompts UKS2</i>) | | | | | | | | | |
| 11. Draft and write by: using a range of devices to build cohesion within paragraphs (<i>e.g. pupil prompts UKS2; GH 5:10,11</i>) | | | | | | | | | |
| 12. Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (<i>e.g. text type prompts UKS2; GH 5:12,13</i>) | | | | | | | | | |
| 13. Evaluate and edit by: assessing the effectiveness of their own writing (<i>e.g. 'up-stage' prompts UKS2</i>) | | | | | | | | | |
| 14. Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects (<i>e.g. 'up-stage' prompts UKS2</i>) | | | | | | | | | |
| 15. Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing (<i>e.g. 'up-stage' prompts UKS2; GH 5:14,15</i>) | | | | | | | | | |
| 16. Evaluate & edit by: ensuring correct subject-verb agreement when using singular & plural, distinguish between the language of speech & writing (<i>'up-stage' prompts UKS2; GH 5:16,17</i>) | | | | | | | | | |
| 17. Proof-read for spelling and punctuation errors (<i>e.g. 'up-stage' prompts UKS2</i>) | | | | | | | | | |
| Writing: Vocabulary, Grammar and Punctuation | | | | | | | | | |
| 18. Use the perfect form of verbs to mark relationships of time and cause (<i>GH 5:18,19</i>) | | | | | | | | | |
| 19. Use expanded noun phrases to convey complicated information concisely (<i>GH 5:20,21</i>) | | | | | | | | | |
| 20. Use modal verbs or adverbs to indicate degrees of possibility (<i>GH 5:22</i>) | | | | | | | | | |
| 21. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (<i>GH 5:23</i>) | | | | | | | | | |
| 22. Use commas to clarify meaning or avoid ambiguity in writing (<i>GH 5:24</i>) | | | | | | | | | |
| 23. Use brackets, dashes or commas to indicate parenthesis (<i>GH 5:25</i>) | | | | | | | | | |
| 24. Learn the grammar for St 5. Use & understand the St 5 grammatical terminology (<i>GH St 5</i>) | | | | | | | | | |
| 1-6: St 5 emerging | 7-12 St 5 developing | 13-18 St 5 securing | 19-24 St 6 ready | | | | | | |