

Area of learning	Early Learning Goal	Emerging	Expected	Exceeding
Communication and Language	<p><u>Listening and attention</u> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>			
	<p><u>Understanding</u> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>			
	<p><u>Speaking</u> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>			
Literacy	<p><u>Reading</u> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>			
	<p><u>Writing</u> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>			

Y1 Reading Statements

Word Reading

I can use letter sounds to work out and read new words.

I can say quickly the sound of all the letters and letter groups.

I can read new words correctly by blending the letter and letter group sounds I have been taught.

I can read many common exception words.

I can read words made up of the letter sounds I know and which have endings -s, -es, -ing, -ed, and -est.

I can read words of more than one syllable using sounds that I have been taught.

I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters.

I can read many words quickly and accurately without needing to sound and blend words I have seen before.

I can read aloud books that use letters and letter groups I have been taught.

Comprehension

I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.

I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.

I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.

I can join in with words when I can guess what is coming next.

I can enjoy and understand rhymes and poems, and can recite some by heart.

I can explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know.

I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading.

I can usually spot if a word has been read wrongly by following the sense of the text.

I can talk about the title and events in books I have read or heard.

I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.

I can say what might happen next in a story.

I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.

I can explain clearly my understanding of texts which have been read to me.

Spoken Language

I can listen to and talk about a wide range of poems, stories and non-fiction.

I can join in a talk about the title and what happens in a book.

I can recite some poems and rhymes by heart.

I can say out loud what I am going to write about.

I can speak a sentence before writing it.

I can read aloud my writing clearly enough to be heard by the group and the teacher.

I can use words about the time (including telling the time using o'clock and half past).

Y1 Writing Statements

Spelling

I can break down spoken words into their sounds and spell some correctly.

I can spell words containing each of the letter sounds I have been taught.

I can spell some common exception words.

I can spell the days of the week.

I can name the letters of the alphabet in order.

I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.

I know the plural rule and can use -s and -es in the right place.

I can add un- to the start of a word to make a different word.

I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest.

I can use simple spelling rules.

I can write the correct spellings in simple sentences I hear my teacher say.

Handwriting

I can sit correctly at a table, holding a pencil comfortably and correctly.

I can write lower-case letters in the correct direction, starting and finishing in the right place.

I can write capital letters.

I can write numbers 0-9.

I can see which letters belong to which handwriting 'families'.

Composition

I can write sentences by saying out loud what I am going to write about.

I can say my sentence out loud before I write it.

I can join my sentences together to make a story.

I can read my sentence and check that it makes sense.

I can talk about my writing with my teacher or children in my class.

I can read my sentence out loud so that children in my class can hear and understand me.

Vocabulary, Grammar & Punctuation

I can add -s or -es to words to make them plurals e.g. dog, dogs; wish, wishes.

I can add -ing and -er to the end of a word to make a new word e.g. helping, helper.

I can show you how un- added to the beginning of a word can change its meaning.

I can put words together to make sentences.

I can use joining words like 'and'.

I can use spaces between words.

I can use capital letters and full stops.

I can use capital letters for names, places, the days of the week and the word 'I'.

I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

YEAR TWO READING

Interim teacher assessment framework at the end of key stage 1 - READING

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)
- read many common exception words.

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately. In discussion with the teacher, the pupil can:
- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables and read most words containing common suffixes
- read most common exception words.

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences on the basis of what is said and done
- predict what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

YEAR TWO WRITING STATEMENTS

Interim teacher assessment framework at the end of key stage 1 - WRITING

Working towards the expected standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words
- spelling some words with contracted forms
- adding suffixes to spell some words correctly in their writing e.g. ment, ness, ful, less, lyx
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters

Working at greater depth within the expected standard

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words
- spelling most words with contracted forms
- adding suffixes to spell most words correctly in their writing, e.g. ment, ness, ful, less, sly
- using the diagonal and horizontal strokes needed to join letters in most of their writing.

Y3 WRITING STATEMENTS

Spelling

I can use the prefixes un-, dis-, mis-, re-, pre-.

I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.

I can use the suffix -ly.

I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.

I can spell words with endings which sound like 'zhun' e.g. division, decision.

I can spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.

I can spell words that are often misspelt.

I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of a word e.g. myth, gym.

I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.

I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.

I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.

I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.

I can use the first two or three letters of a word to check its spelling in a dictionary.

I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.

Handwriting

I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.

I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.

Composition

I can plan my writing by discussing it, and talking about how to improve it, using examples from other writers that I like.

I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.

I can rewrite my work, making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.

I can use paragraphs to organise my writing so that blocks of text group related material.

I can draft and write descriptive work that creates settings, characters and plots.

I can draft and write material, such as instructions, using headings and sub-headings to organise my work.

I can re-read my work to improve it for my audience

I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting.

I can proof-read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed.

I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.

Vocabulary, Grammar & Punctuation

I can create new words using a range of prefixes including super-, anti-, auto-.

I can understand when to use 'a' or 'an' in front of a word.

I can identify word families based on root words e.g. solve, solution, solver, dissolve, insoluble.

I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of.

I can use paragraphs.

I can use headings and sub-headings.

I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.

I can use speech marks correctly.

Y3 READING STATEMENTS

Word Reading

I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly), to help me read aloud and to understand the meaning of new words.

I can read further exception words including words, that do not follow spelling patterns.

Comprehension

I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.

I can show that I enjoy reading by reading lots of different types of books.

I can read a wide range of books (including fairy stories, myths and legends), and retell some of them to others.

I can tell you what a book that I am reading is about.

I can read aloud poems and perform play scripts.

I can discuss words that excite me in the books that I read.

I can understand what I have read, checking that it makes sense by talking to others about it.

I can ask questions about the texts that I have read to help me understand them.

I can work out what a character in a book is feeling by the actions they take and can explain how I know.

I can predict what might happen from clues in what I have read.

I can tell someone about the main ideas in a paragraph.

I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.

I can use non-fiction texts to find out information on a subject.

I can talk about books and poems and I can take turns in telling people about them.

Spoken Language

I can prepare poems and play scripts to read aloud and to perform, showing my understanding by using the tone of my voice and actions.

I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say.

Y4 READING STATEMENTS

Word Reading

I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-), and suffixes (including -ation, -ous), to help me understand the meaning of new words.

I can read and decode further exception words accurately, including words that do not follow spelling patterns.

Comprehension

I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

I can show that I enjoy reading by reading lots of different types of books and for different reasons.

I can use a dictionary to check the meaning of words.

I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.

I can discuss words and phrases that excite me in the books that I read.

I can discuss different types of poetry e.g. free verse and narrative poetry.

I can identify themes and conventions in a wide range of books.

I can check what I have read, and that I have understood it, by telling someone else what has happened.

I can ask questions about what I have read to help me understand a complicated text.

I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this.

<i>I can predict what will happen in a text, using details I have already read to help me.</i>
<i>I can summarise what has happened in a text, using themes from paragraphs to help me. With support</i>
<i>I can understand how the use of words in a text, how it is set out, and its presentation add to its meaning. With support</i>
<i>I can find and record information from non-fiction texts over a wide range of subjects.</i>
<i>I can join in a clear reasoned discussion about the books and poems that I have read, taking turns and listening to others.</i>
Spoken Language
<i>I can ask reasoned questions to improve my understanding of a text.</i>
<i>I can take part in considered discussion about books that are read to me and those that I can read, taking turns and listening to what others say.</i>

Y4 WRITING STATEMENTS
Spelling
<i>I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.</i>
<i>I can understand and add the suffixes -ation, -ous.</i>
<i>I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.</i>
<i>I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique. To consolidate in June</i>
<i>I can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's. To continue to consolidate in June</i>
<i>I can spell more complex words that are often misspelt e.g. caught, occasionally, interest. To continue to consolidate</i>
<i>I can spell words with the 's' sound spelt 'sc' e.g. science, scene.</i>
<i>I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's. To continue to consolidate</i>
<i>I can use the first three or four letters of a word to check its spelling in a dictionary.</i>
<i>I can accurately write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</i>
Handwriting
<i>I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.</i>
<i>I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap. To continue to consolidate</i>
Composition
<i>I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, words and grammar.</i>

<i>I can plan my writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece, and I can redraft this work a number of times.</i>
<i>I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.</i>
<i>I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.</i>
<i>I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary, and I can adapt my work depending on the audience.</i>
<i>I can organise my non-narrative writing so that it has headings and sub-headings.</i>
<i>I can assess my work, and that of others, and suggest improvements.</i>
<i>I can edit my work by changing the grammar to improve the way my work reads. To continue to consolidate</i>
<i>I can proof-read my writing for spelling and use of punctuation.</i>
<i>I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear.</i>

Vocabulary, Grammar & Punctuation

<i>I can explain the difference between the plural and the possessive -s.</i>
<i>I can use the correct form of the verb inflection e.g. we were instead of we was.</i>
<i>I can make my writing interesting by using adjectives and other descriptive methods.</i>
<i>I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.</i>
<i>I can use paragraphs to organise ideas around a theme.</i>
<i>I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.</i>
<i>I can use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!'.</i>
<i>I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names. To continue to consolidate in June</i>
<i>I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.</i>
<i>I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial. To continue to consolidate in June</i>

Y5 READING STATEMENTS

Word Reading

I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.

Comprehension

I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.

I can write or give a detailed book review including reasons why I would recommend the book.

<i>I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.</i>
<i>I can discuss and compare events, issues and characters within a book.</i>
<i>I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and make the meaning clear.</i>
<i>I can understand what I am reading by checking that the book makes sense and finding the meaning of new words from the context.</i>
<i>I can ask sensible and interesting questions about the texts to help me understand them more.</i>
<i>I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.</i>
<i>I can predict what might happen in increasingly complex texts by using evidence from the text.</i>
<i>I can talk about why authors use language, including figurative language, and the impact it has on the reader.</i>
<i>I can tell the difference between statements of fact and opinion.</i>
<i>I can find and write down facts and information from non-fiction texts.</i>
<i>I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.</i>
Spoken Language
<i>I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.</i>

Y5 WRITING STATEMENTS
Spelling
<i>I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.</i>
<i>I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.</i>
<i>I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.</i>
<i>I can spell words ending in -able and -ible, also -ably and -ibly e.g. adorable, possible, adorably, possibly.</i>
<i>I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.</i>
<i>I can spell some words with 'silent' letters e.g. knight, psalm, solemn.</i>
<i>I can spell some more complex words correctly including words that are often misspelt.</i>
<i>I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.</i>
<i>I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.</i>
<i>I can use a thesaurus.</i>
Handwriting

I can write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.

I can write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.

Composition

I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.

I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.

I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.

I can draft and write by selecting the correct grammar in my writing. I can use capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly in my work.

I can write pieces describing settings, characters and atmosphere, and include speech that helps show the character and their personality or mood.

I can draft and write by summarising longer passages.

I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.

I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.

I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.

I can use different verb forms with consideration for the audience and purpose.

I can give feedback on and improve my own writing and my classmates'.

I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.

I can mark and edit work to have the correct tense throughout.

I can mark and edit work to have the correct subject and verb agreement.

I can read work looking for spelling errors and correct them using a dictionary.

I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.

I can perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning

Vocabulary, Grammar & Punctuation

I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.

I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-.

I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that, or by missing out the pronoun.

I can use a wide range of different sentence structures.

I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.

I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.

I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.

I can use brackets and can also use dashes or commas for the same purpose.

I can use commas to make my writing clear to the reader.

I can understand the following terms: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash.

Y6 READING STATEMENTS

Interim teacher assessment framework at the end of key stage 2 - reading

Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

Y6 WRITING STATEMENTS

Interim teacher assessment framework at the end of key stage 2 - writing

Working towards the expected standard

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- describing settings and characters
- using some cohesive devices within and across sentences and paragraphs
- using different verb forms mostly accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- spelling most words correctly (years 3 and 4)
- spelling some words correctly (years 5 and 6)
- producing legible joined handwriting.

Working at the expected standard

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action

<ul style="list-style-type: none"> • selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
<ul style="list-style-type: none"> • using a range of cohesive devices^{xx}, including adverbials, within and across sentences and paragraphs
<ul style="list-style-type: none"> • using passive and modal verbs mostly appropriately
<ul style="list-style-type: none"> • using a wide range of clause structures, sometimes varying their position within the sentence
<ul style="list-style-type: none"> • using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
<ul style="list-style-type: none"> • using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
<ul style="list-style-type: none"> • spelling most words correctly^x (years 5 and 6)
<ul style="list-style-type: none"> • maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.
<p>Working at greater depth within the expected standard</p>
<p>The pupil can write for a range of purposes and audiences:</p>
<ul style="list-style-type: none"> • managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
<ul style="list-style-type: none"> • selecting verb forms for meaning and effect
<ul style="list-style-type: none"> • using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.