

Transcription

Objective	What to look for (Working towards)	What to look for (Meeting expectations)	What to look for (Exceeding expectations)
Child Speak Target: <i>I add some prefixes and suffixes. Use some prefixes and suffixes and understand the guidance for adding them.</i> ↳ GD objective: Use some prefixes and suffixes, understand the guidance for adding them and use them correctly in their writing.	Pupil can, with support, spell words with prefixes and suffixes with or without associated changes in spelling: e.g. <i>applicable, adorable, reliable, changeable, noticeable</i>.	Pupil can spell words with prefixes and suffixes with or without associated changes in spelling: e.g. <i>legible, preference, dependable</i>.	Pupil can almost always spell words with prefixes and suffixes with or without associated changes in spelling: e.g. <i>applicable, adorable, reliable, changeable, noticeable</i>.
Child Speak Target: <i>I can spell some words that include silent letters.</i> 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.	Spells some common ps, psy and gn words correctly: e.g. <i>psalm, gnaw</i>.	Spells most common ps, psy, gn silent n words correctly: e.g. <i>as left and government, environment</i>.	Spells nearly all ps, psy, gn and silent n words correctly.
Child Speak Target: <i>I know most of the words that sound the same but are spelled differently.</i> 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.	Distinguishes and correctly spells some confusing pairs: e.g. <i>guessed/guest, serial/cereal, bridal/bride, altar/alter, desert/dessert, draft/draught, aisle/isle, advise/advice, practise/practice, license/licence, stationary/stationery, principal/principle</i>.	Distinguishes and correctly spells most confusing pairs: e.g. <i>at left and assent/assent, decent/descent, compliment/complement, affect/effect, precede/proceed, devise/device, prophesy/prophecy, morning/mourning</i>.	Distinguishes and correctly spells nearly all confusing pairs: e.g. <i>as at left</i>.
Child Speak Target: <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> 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.	Pupil can, with support, draw on known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of anomalous words.	Able to draw on a wider range of known root words to correctly spell inflected words and other words related by meaning; operates some successful strategies for learning and recalling spelling of anomalous words: e.g. <i>sounds the silent letters in tricky words like government, muscle, guarantee; uses knowledge of common letter strings in affixes and the rules for adding them; uses mnemonic as a last resort</i>.	Almost always able to draw on known root words to correctly spell inflected words and other words related by meaning; operates a range of effective strategies for learning and recalling spelling of anomalous words.

Year 6 English Progression

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.			
Child Speak Target: <i>I use a dictionary to check how words are spelled and what words mean.</i> 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.	With support, pupil can navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the second letter, then read and understand the definition. Pupil can usually navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the third or fourth letter, then independently read and understand the definition Pupil can almost always navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the fourth or subsequent letter, then independently read and understand the definition.		
Child Speak Target: <i>I use the first three letters of a word to quickly find it in a dictionary.</i> 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.	Pupil can, with support, navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the third and fourth letter, then read and understand the definition.	Pupil turns confidently and readily to the dictionary to find the initial letter of any word, using the guide words to fine tune their search to the third or fourth letter and beyond, then independently reads and understands the definition.	Pupil turns spontaneously to the dictionary to extend vocabulary, especially when reading independently or after listening to a speaker.
Child Speak Target: <i>I use a thesaurus to improve my vocabulary use, finding a wider set of different words in my text.</i> Beginning to use a thesaurus. ↳ GD objective: Beginning to use a thesaurus to find the most effective synonym.	Pupil can, with support, use a thesaurus to introduce varied and precise vocabulary, keep descriptors, and avoid repetitious language.	Pupil can usually use a thesaurus to introduce varied and precise vocabulary and avoid repetitious or bland language: e.g. <i>backing up</i> choices with a dictionary check to ensure selected word is appropriate.	Pupil can almost always use a thesaurus to introduce varied and precise vocabulary and avoid repetitious language: e.g. <i>after proof-reading own work, turns spontaneously to thesaurus to address perceived need for wider and more varied vocabulary.</i>

Handwriting

Child Speak Target: <i>I make sure others can read my handwriting.</i> 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. ↳ 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.	Pupil sometimes independently makes choices over letter shapes and joins to ensure fluency and legibility and is increasing the pace of writing while sustaining neatness and accuracy.	Pupil can make choices over letter shapes and joins to ensure fluency, legibility and good presentation and is increasing the pace of writing while sustaining neatness and accuracy: e.g. <i>chooses unjoined style for labelling a diagram or data, writing an email address or algebra.</i>	Pupil can almost always make choices over letter shapes and joins to ensure fluency, legibility, good presentation and individuality and is increasing the pace of writing while sustaining neatness and accuracy.
Child Speak Target: <i>I choose the writing tool that is best suited for a task.</i> 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.	With support, pupil can select the appropriate writing instrument and is beginning to increase the pace of writing while sustaining neatness and legibility.	Pupil can select the appropriate writing instrument: e.g. <i>colour-coded markers for explaining keys on maps or labelling axes on a graph and is increasing the pace of writing while sustaining neatness and legibility across longer passages.</i>	Pupil can nearly always select the appropriate writing instrument and justify their choice: e.g. <i>as at left and can explain why a particular pen colour and thickness was chosen for a particular poster or flyer and is able to write quickly and for extended periods without loss of neatness and legibility or undue strain or cramp.</i>

Composition

Child Speak Target: <i>I plan the structure of my writing by thinking about the audience for my text and the purpose of the writing.</i> 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.	Pupil can, with support, identify the intended audience and purpose for writing and choose a suitable writing model from a range of familiar texts to support their own writing.	Pupil can identify the intended audience and purpose for writing and choose a suitable writing model from a range of familiar texts to support their own writing. Uses a favourite poem as a model for their own writing.	Pupil can almost always identify the intended audience and purpose for writing and choose a suitable writing model from a secure mental selection to support their own writing.
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Year 6 English Progression

Child Speak Target: <i>I plan my writing by making notes and then develop my initial ideas.</i> 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.	Pupil can, with support, think aloud and record their ideas, sometimes choosing ideas for impact and to enhance the effectiveness of what they write, drawing on independent reading and research.	Pupil can think aloud and record their ideas, sometimes drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write: e.g. <i>selecting from a range of planning models to organise and develop related ideas drawn from notes made when reading and researching.</i>	Pupil can think aloud and record their ideas, drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write.
Child Speak Target: <i>I plan my writing by using ideas from how other authors have developed their characters and settings.</i> 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.	Pupil can, when prompted, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.	Pupil can usually describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action: e.g. <i>help reader distinguish between characters by introducing variations in their vocabulary choices, using expanded noun phrases, adverbials and relative clauses.</i>	Pupil can almost always describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Pupil can apply what they have learned about standard English and non-standard English: e.g. <i>writing dialogue for character.</i>
Child Speak Target: <i>I draft and write by selecting grammar and vocabulary to enhance my work.</i> 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.	Pupil can sometimes select appropriate grammar and vocabulary and is beginning to be able to make choices to change and enhance meaning.	Pupil can usually select appropriate grammar and vocabulary and is able to make choices to change and enhance meaning: e.g. <i>choose the most appropriate word from a range of synonyms or newly acquired subject specialist vocabulary, ensuring precision or expressing nuances of meaning.</i>	Pupil can almost always select appropriate grammar and vocabulary and is able to make choices to change and enhance meaning.
Child Speak Target: <i>I review my work to add description to develop settings and characters.</i> 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.	With support, pupil can draw on and adapt what they have learned about how authors develop characters and settings to help them create their own.	Pupil can draw imaginatively on what they have learned about how authors develop characters and settings to help them create their own: e.g. <i>drawing on known characters and adapting them, taking elements from different settings and combining them in new ways.</i>	Pupil can draw confidently and imaginatively on what they have learned about how authors develop characters and settings to help them create their own, and is capable of developing lively, convincing narratives.
Child Speak Target: <i>I précis a passage to create a sentence with the same meaning.</i> Draft and write by beginning to précis longer passages. ↳ GD objective: Independently draft and write by beginning to précis longer passages without losing the meaning of the text.	Pupil can, with support, précis longer passages and justify inclusions and exclusions.	Pupil can usually précis longer passages, identifying key ideas, reformulating them coherently in their own words and justifying inclusions and exclusions.	Pupil can almost always précis longer passages identifying key ideas, reformulating them elegantly in their own words and justifying inclusions and exclusions.

Year 6 English Progression

Child Speak Target: <i>I use details across my texts to help link paragraphs together into a full text.</i> 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.	Pupil can, with support, organise writing into a logical sequence of paragraphs: e.g. <i>by using topic sentences and developing an idea within each paragraph.</i>	Pupil can produce internally coherent paragraphs in a logical sequence and understands and deploys some hooking devices to create cohesion between paragraphs: e.g. <i>repetition of a key word or phrase in the final sentence of one paragraph and the opening sentence of the next; using conjunctions such as furthermore, moreover, on the other hand, or conversely, to link paragraphs.</i>	Pupil can produce internally coherent paragraphs in a logical sequence and link them, signposting the reader, and understands and deploys a range of hooking devices to create cohesion between paragraphs: e.g. <i>Conclusions explicitly refer back to openings; element of summary included in conclusions.</i>
Child Speak Target: <i>I use headings and bullet points to structure my writing.</i> 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.	Pupil can, when prompted, use further organisational and presentational devices to structure text and to guide the reader: e.g. <i>pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs.</i>	Pupil can usually use further organisational and presentational devices to structure text and to guide the reader: e.g. <i>pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs; link closing to opening; include glossary, fact box etc.</i>	Pupil can almost always use further organisational and presentational devices to structure text and to guide the reader: e.g. <i>pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs; link closing to opening; include glossary, fact box, footnotes, references, bibliography.</i>
Child Speak Target: <i>I evaluate and edit my work to think about whether it can be improved based on what I have read.</i> 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.	Pupil can, with support, sometimes work alone and with a partner to evaluate writing against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and is beginning to feed back appropriately in detail.	Pupil can usually work alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and feeding back appropriately with helpful details.	Pupil can almost always work alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and confidently feeding back appropriately with helpful details.
Child Speak Target: <i>I edit my texts to improve their content.</i> 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.	Pupil can, with support, sometimes propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing.	Pupil can usually propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing, making specific suggestions to a writing partner or incorporating such changes in their own writing: e.g. <i>You've used 'but' to join those two clauses: 'He opened the door but the room stood empty! It could be much more dramatic if you used a colon instead. The reader is expecting the room to be packed with people so it's a shock that the character finds it empty. That's where a colon will work. 'He opened the door: the room stood empty!'</i>	Pupil can almost always propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing.

Year 6 English Progression

Child Speak Target: <i>I use the correct tense throughout a piece of writing.</i> 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.	Pupil can, with support, sometimes write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative.	Pupil can usually write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative, checking for these when editing: e.g. <i>in flashbacks, letters and interviews.</i>	Pupil can almost always write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative.
Child Speak Target: <i>I use singular and plural words accurately and I know my writing should not be the language of speech.</i> 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.	Pupil can, with support, begin to choose the appropriate register (standard or colloquial language) as appropriate for writing.	Pupil consciously chooses the appropriate register (standard or colloquial language as appropriate) for writing: e.g. <i>casual language for an email or text to a close friend, more formal constructions when writing to a supermarket manager asking for donations to the class charity raffle.</i>	Pupil consciously chooses the appropriate register (standard or colloquial language as appropriate) for writing to good effect, deploying this knowledge across a range of independent writing.
Child Speak Target: <i>I can read through my work to correct some spelling and punctuation mistakes.</i> Beginning to proof-read for spelling and punctuation errors. GD objective: Beginning to proof-read for spelling and punctuation errors independently.	Pupil can, with support, spot some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items	Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items: e.g. <i>I called my character's leap from rooftop to balcony 'death defying', but I know I need to use a hyphen when I double up words like that to make an adjective. I'll make it 'a death-defying leap'; There is no 'w' or 'i' in the word language. Remember we learned it by saying 'lan-goo-age'? Use letter 'u' then 'a-g-e' and it will be correct.</i>	Pupil can consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Pupil draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.
Child Speak Target: <i>I read aloud my own work so the meaning is clear to the listeners.</i> 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.	Pupil can, when prompted, perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Pupil can perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear: e.g. <i>monitor, maintain or regain audience engagement, speaking loudly enough to be heard.</i>	Pupil can almost always perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear, almost always engaging and maintaining the audience even for longer compositions.

Vocabulary Grammar Punctuation

Year 6 English Progression

Child Speak Target: <i>I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.</i> Develop their understanding of the concepts set out in English 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.	Pupil can, when prompted, use modal verbs or adverbs to indicate degrees of possibility.	Pupil confidently uses modal verbs or adverbs to indicate degrees of possibility: e.g. <i>might have done... could have acted... ought to have listened... should have known usually, frequently, probably, regularly, seldom, almost never.</i>	Pupil can almost always use modal verbs or adverbs to indicate degrees of possibility, including using modals to write about things that never happened: e.g. <i>If dinosaurs had survived, we might have been tucking in to brontosaurus burgers for school dinner today!</i>
Child Speak Target: <i>I use brackets, dashes or commas to create an explanation section in a sentence.</i> 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.	With support, pupil can use the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists. Pupil is aware of the need to punctuate bullet points accurately and beginning to understand how hyphens can be used to avoid ambiguity.	Pupil can use the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists. Pupil punctuates bullet points accurately and uses hyphens to avoid ambiguity e.g. <i>It's raining; I'm fed up; He opened the treasure chest: it was empty; a nail-biting moment; re-enter; re-interpret, re-invent.</i> Pupil applies this knowledge across a wide range of independent writing.	Pupil confidently and consistently uses the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists. Pupil punctuates bullet points accurately and confidently uses hyphens to avoid ambiguity. Pupil applies this knowledge across a wide range of independent writing and is exploring in their own writing the use of more sophisticated punctuation encountered in their personal wider reading.
Child Speak Target: <i>I can talk about my work using the learning from my Year 5 grammar list.</i> 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.	Pupil can sometimes make comments on what they have written.	Pupil can listen and sometimes respond by making comments in discussion with teacher about what they have written: e.g. 'Oops, I forgot to put a capital letter after that full stop.'; 'I used my sounds to help me spell that long word.'	Pupil can make several relevant points in discussion with teacher about what they have written.
Child Speak Target: <i>I begin sentence clauses with who, which, where, when, whose, that or with.</i> 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.	Pupil can, when prompted, use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Pupil can usually use embedded relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun to write complex sentences that sometimes use embedded relative clauses needing parenthetical commas: e.g. <i>The riverbank where we used to play was washed away in last week's flood.; Our teacher, whose special skill is playing the guitar, accompanied our song at leavers' assembly.; The school hall, which has become quite shabby, is being repainted over the summer holiday.</i>	Pupil confidently uses relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun, across a range of independent writing, using parenthetical commas for embedded relative clauses.

Year 6 English Progression

Child Speak Target: <i>I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].</i> 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]	Pupil can, with support, sometimes convert nouns or adjectives into verbs.	Pupil can usually convert nouns or adjectives into verbs: e.g. <i>example into exemplify; class into classify; magnet into magnetise; orchestra into orchestrate.</i>	Pupil can almost always convert nouns or adjectives into verbs.
Child Speak Target: <i>I understand a range of verb prefixes (such as dis-, de-, mis-, over- and re-).</i> 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-].	Pupil can, with support, use prefixes to generate new verbs.	Pupil can usually use prefixes to generate new verbs: e.g. <i>disapprove; defuse, misunderstand, overestimate, recombine.</i>	Pupil can almost always use prefixes to generate new verbs: e.g. <i>decelerate, demystify.</i>
Child Speak Target: <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, secondly] or tense choices [for example, he had seen her before].</i> 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 [for example, he had seen her before]. 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].	Pupil can, with support, use devices to build cohesion, including adverbials of time, place and number.	Pupil can usually use devices to build cohesion, including adverbials of time, place and number: e.g. <i>linking ideas within and across paragraphs using later, nearby, secondly.</i>	Pupil can almost always use devices to build cohesion, including adverbials of time, place and number. Y6 tense choices he had seen her before...
Child Speak Target: <i>I use commas to structure my sentences and clarify the meaning of a text.</i> Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing. GD objective: Indicate grammatical and other features by independently using commas to clarify meaning or avoid ambiguity in writing.	With support, pupil can identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil is not always sure whether brackets, dashes or commas are the most appropriate in each case and tends to make the same choice every time. Pupil is not yet consistent in deploying commas to clarify meaning or avoid ambiguity: e.g. may be unable to distinguish the difference in meaning between 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'	Pupil can identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil can decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently. Pupil is consistent in deploying commas to clarify meaning or avoid ambiguity: e.g. is able to distinguish the difference in meaning between 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'.	Pupil can identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil can decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently and consistently. Pupil is consistent in deploying commas accurately to clarify meaning or avoid ambiguity: e.g. is able to distinguish the difference in meaning between and construct sentences like 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'. Pupil demonstrates this knowledge across a range of independent writing.

Year 6 English Progression

Child Speak Target: <i>I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.</i> 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.	Pupil can, with support, organise writing into a logical sequence of paragraphs: e.g. by using pronouns or adverbials within paragraphs to link to subjects introduced in the opening sentence.	Pupil can usually produce internally coherent paragraphs in a logical sequence: e.g. using topic sentences to pose rhetorical questions which are answered within the paragraph, main idea supported or elaborated by subsequent sentences.	Pupil can almost always produce internally coherent paragraphs in a logical sequence and link them, signposting the reader: e.g. establishing simple links between paragraphs through use of language like firstly, next, moreover.
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