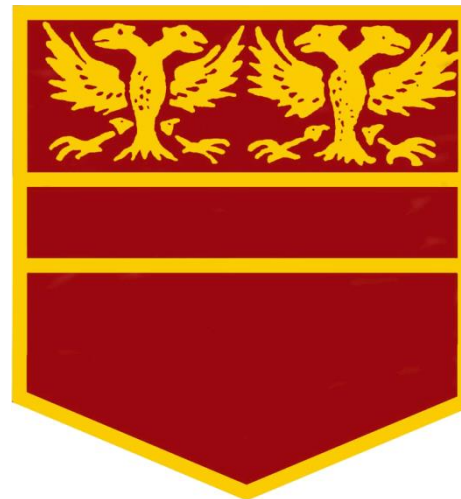


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[KEY SKILLS IN KS2 WRITING]

UKS2 5 Writing	NAHT Key Skill	Developing	Secure	Mastering
2. Writing - Composition a. Contexts for Writing	5.2.a.1 Plan 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	- With help I can identify the audience for my writing. - I can choose to model my writing. - I understand the purpose of my writing	- I can usually identify the intended audience. - I can usually explain the purpose for writing. - I can usually choose a suitable writing model to support my writing.	I always identify the intended audience and purpose for writing and choose a suitable writing model to support my writing.
2. Writing – Composition b. Planning and Drafting Writing	5.2.b.2 Draft and write by: using a wide range of devices to build cohesion within and across paragraphs <KPI gives examples: then, after that, this firstly>	With help I can organise my writing into a logical sequence of paragraphs: e.g. <i>by using pronouns or adverbials within paragraphs to link to subjects introduced in the opening sentence.</i>	I can usually produce coherent paragraphs in a logical sequence: e.g. <i>using topic sentences to pose rhetorical questions which are answered within the paragraph, main idea supported or elaborated by subsequent sentences.</i>	I always produce coherent paragraphs in a logical sequence and link them, signposting the reader: e.g. <i>establishing simple links between paragraphs through use of language like firstly, next, moreover.</i>
	5.2.b.3 Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	- With help I can describe settings, characters and atmosphere. - I am beginning to experiment with using dialogue to help describe the character and advance the action.	- I can usually describe settings, characters and atmosphere. - I can include dialogue to convey character and advance the action, evoke atmosphere through detailed description, portray characters through meaningful interaction and dialogue that moves the story on: e.g. <i>'Watch out, you've left the door open!' 'Too late - the dog's made a bolt for it!'</i>	I always describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action, drawing on the modelled story and their own wider reading of fiction.
	5.2.b.6 Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)	With help I use a variety of ways to organise and present my work to structure text and to guide the reader: e.g. <i>use headings and subheadings, organise ideas so related points are grouped, signal openings and closings.</i>	I can use a variety of ways to organise and present my work to structure text and to guide the reader eg. <i>pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs.</i>	I always use further organisational and presentational devices to structure text and to guide the reader: e.g. <i>select and integrate relevant diagrams, charts or graphs, use bullet points to organise material, link closing to opening.</i>
2. Writing – Composition c. Editing Writing	5.2.c.3 Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing	With help I can write using the correct tense.	I can write using the correct tense: e.g. use past tense in narrative, present tense in non-chronological report and identify and correct own lapses readily.	I always write using tense consistently and correctly throughout according to the genre of writing.
	5.2.c.4 Proof-read for spelling and punctuation errors	With help I can spot some of my own and my friend's spelling and punctuation errors (but not always those I have recently learnt)	- I can spot most of my own and my friend's spelling and punctuation errors. - I know how to correct errors, including errors in the most recently taught spelling patterns and punctuation.	- I can confidently spot almost all of my 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. - I can draw on my own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.
3. Writing – vocabulary, grammar and punctuation a. Vocabulary	5.3.a.3 Converting nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -fy	With help I can sometimes convert nouns or adjectives into verbs.	I can usually convert nouns or adjectives into verbs: e.g. <i>hyphen into hyphenate; terrific into terrify.</i>	I always convert nouns or adjectives into verbs.
3. Writing – vocabulary, grammar and punctuation b. Grammar	5.3.b.2 Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of possibility	With help I am beginning to use modal verbs or adverbs to indicate degrees of possibility.	I can usually use modal verbs or adverbs to indicate degrees of possibility: e.g. there might be ... it could be ... we may be ... sometimes... possibly...occasionally.	I always use modal verbs or adverbs to indicate degrees of possibility.
	5.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause	I am beginning to choose when to use the present perfect tense in contrast to the past.	I can usually use the present perfect form of verbs to show how time and cause are linked: e.g. The coach has left without you (because you have just arrived late).	I can confidently use the present perfect tense and I am beginning to experiment using the past perfect in narrative and recount: e.g. Shackleton had begun to plan his expedition years before his departure.
	5.3.b.4 Devices to build cohesion, including adverbials of time, place and number	With help I am beginning to use devices to build cohesion, including adverbials of time, place and number.	I can use devices to build cohesion, including adverbials of time, place and number: e.g. linking ideas within and across paragraphs using later, nearby, secondly.	I always use devices to build cohesion, including adverbials of time, place and number.
3. Writing – vocabulary, grammar and punctuation c. Punctuation	5.3.c.1 Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	- With help I can identify which word, phrase or clause of a sentence I am writing or proof-reading needs parenthesis(brackets, dashes or commas – I tend to choose the same one!) - Sometimes I try to use commas to make the meaning of my writing clear to the reader.	- I can usually identify which word, phrase or clause of a sentence I am writing or proof-reading needs parenthesis. - I can usually decide whether brackets, dashes or commas are the most appropriate in each case and I can use all three confidently. - I am becoming more consistent in deploying commas to clarify meaning or avoid ambiguity.	- I can identify which word, phrase or clause of a sentence I am writing or proof-reading needs parenthesis. - I can decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently and consistently. - I am consistent in deploying commas.

Upper KS2 6 Writing	NAHT Key Skill	Developing	Secure	Mastering
1) Writing – transcription b) Other Word Building Spelling	6.1.b.2 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	- With help I can find the initial letter of any word in the dictionary and then fine tune my search to the third and fourth letter. - I can read and understand the definition with some help.	- I can confidently find the initial letter of any word in the dictionary and then fine tune my search to the third and fourth letter and more. - I can read and understand the definition on my own.	I can use a dictionary spontaneously to extend my understanding of vocabulary, especially when reading independently or after listening to a speaker.
2) Writing – composition a) Contexts for Writing	6.2.a.1 Plan my writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own	- With help I know who I am writing for and why I am writing in a certain style. - I can, with help, choose a suitable writing model from a range of familiar texts which will help me with my own writing.	- I mostly know who I am writing for and why I am writing in a certain style. - I can usually choose a suitable writing model from a range of familiar texts which will help me with my own writing. - I can use a favourite poem as a model for my own writing.	- I can always identify the intended audience and purpose for writing. - I can choose a suitable writing model from a known selection to support my own writing.
2) Writing – composition b) Planning and Drafting Writing	6.2.b.6 Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)	With help, I can use a range of ways to structure my writing and guide the reader: e.g. pose questions as heading or sub-headings, use bullet points, add diagrams, charts or graphs.	- I can use a range of ways to structure and present my writing and guide the reader. - I can link paragraphs; include a glossary, fact box.	Sometimes I can also use footnotes, references, bibliography.
2) Writing – composition c) Editing Writing	6.2.c.3 Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing	With help I can sometimes write using the correct tense, and I can sometimes change the tense for effect in narrative writing.	I mostly write using the correct tense, and I can usually change the tense for effect in narrative writing, checking for these when editing: e.g. in flashbacks, letters and interviews.	I can always write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative.
	6.2.c.4 Proof-read for spelling and punctuation errors	With help I can spot some of my own and others’ spelling and punctuation errors but I do not always notice errors in the most recently taught spelling patterns and punctuation.	I can usually spot most of my own and others’ spelling and punctuation errors quickly and know how to correct them, including errors in the most recently taught spelling patterns and punctuation items	- I can consistently and confidently spot almost all of my own and others’ spelling and punctuation errors quickly and I know how to correct them. - I can draw on my own knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.
	6.2.c.5 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	With help I can begin to choose whether to use formal or colloquial language depending on my writing.	I consciously choose the appropriate register (formal or colloquial language as appropriate) for writing.	I consciously choose the appropriate register (formal or colloquial language as appropriate) for writing to good effect, deploying this knowledge across a range of independent writing.
3) Writing – vocabulary, grammar and punctuation c) Punctuation	6.3.c.1 Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity	- With help, I can use the semi-colon, colon and dash to mark the boundary between independent clauses - With help I can use the colon to introduce a list and semi-colons within lists. - I am aware of the need to punctuate bullet points accurately - I am beginning to understand how hyphens can be used to avoid ambiguity.	- I can use the semi-colon, colon and dash to mark the boundary between independent clauses - I can use the colon to introduce a list and semi-colons within lists. - I can punctuate bullet points accurately - I can use hyphens to avoid ambiguity. - I apply this knowledge across a wide range of independent writing.	- I confidently and consistently 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. - I punctuate bullet points accurately and confidently use hyphens to avoid ambiguity. - I apply this knowledge across a wide range of independent writing and I am exploring in my own writing the use of more sophisticated punctuation encountered in my personal wider reading.