



Learning Profile B1

Bronze

Silver

Gold

Transcription and Spelling

- ✦ ~~I can use the suffix -s for noun plurals.~~
- I am beginning to form and orientate some letters correctly (including lower case, capital letters or digits)
- I can leave some spaces between words, although inconsistently
- I can place most letters on the line, sometimes with guidance
- I can sit correctly at a table in order to write
- I can name most letters of the alphabet
- I can type my name
- I can make plausible phonetic attempts at spelling CVC words by segmenting and blending familiar phonemes

- I can form and orientate most letters correctly, there may be some inconsistency in size (including lower case, capital letters and digits)
- I can leave spaces between words consistently
- I can place most letters on the line
- I can hold a pencil correctly for a short period
- I can name the letters of the alphabet in order
- I can type a simple sentence
- I can make phonetically plausible attempts at spelling CVCC, CCVC words and most high frequency words with growing accuracy

- I can form and orientate most letters correctly (including lower case, capital letters and digits)
- I can consistently leave spaces between words of appropriate size
- I can place letters on the line correctly
- I can hold a pencil correctly and comfortably
- I can name the letters of the alphabet in order, quickly and comfortably
- I can create a short text on screen with words and pictures
- I can spell accurately most words containing previously taught phonemes
- ✦ I can spell some of the common exception words from the Y1 spelling appendix

- ✦ ~~I can type a simple text using spaces.~~

Composition

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Writing



Learning Profile B1

Bronze	Silver	Gold
<ul style="list-style-type: none"> ▪ I can pick from a selection of words to create a sentence (e.g. orally/using colourful semantics/other visual symbols or signs) ▪ I can learn and retell a simple taught story in preparation for creating my own writing ▪ I can write simple sentences dictated by my teacher (including taught skills for this level) ▪ I can recognise rhyming words ▪ I can add the suffix –s to make plural nouns 	<ul style="list-style-type: none"> ▪ I can choose what to write about from a selection of ideas, with support ▪ I can adapt or tell a new version of a simple story, with support ▪ I can compose a sentence orally before writing, with support ▪ I can sequence sentences to form short narratives ▪ I can write simple sentences dictated by my teacher (including taught skills for this level) ▪ I can compose simple poems orally ▪ I can add the suffix –s and am beginning to add the suffix –es to make plural nouns 	<ul style="list-style-type: none"> ▪ I can independently choose what to write about from a selection of ideas ▪ I can independently adapt or tell a new version of a simple story ▪ I can compose sentences orally before writing ▪ I can write simple sentences dictated by my teacher (including taught skills for this level) ▪ I can re-read what I have written with an adult or a friend to check that it makes sense, with prompting ▪ I can create rhyming phrases — I can add the suffixes –s and –es to make plural nouns, and to third person singular e.g. catches
Vocabulary, Grammar and Punctuation		
<ul style="list-style-type: none"> ▪ I can join words in a sentence using “and” (e.g. I like cats and dogs) ▪ I can talk about where a sentence begins and ends, with support ▪ I can use an adjective to describe, with prompting ▪ I am beginning to use a capital letter for my name and for the personal pronoun “I” 	<ul style="list-style-type: none"> ▪ I can write sentences write phrases, simple sentences or sentence-like structures which can be partially understood ▪ I can join clauses (ideas) in a sentence using “and” (e.g. It is raining and my feet are wet) ▪ I can talk about where a sentence begins and ends ▪ I can sometimes use adjectives for description ▪ I am beginning to use a capital letter and full stop to show sentence boundaries 	<ul style="list-style-type: none"> ▪ I can write sentences which are usually grammatically accurate ▪ I am beginning to experiment with a range of joining words (e.g. because, so, and, but) ▪ I can often use adjectives for description ▪ I can use capital letters and full stops to mark sentence boundaries ▪ I am beginning to use a capital letter for the names and of people, places and days of the week



Learning Profile B2

Bronze

Silver

Gold

Transcription and Spelling

- I can form letters accurately and consistently (e.g. ascenders and descenders are clear and consistent)
- I can spell accurately most words containing previously taught phonemes
- I understand that words can sound the same but be spelled differently (I may know the term homophone)
- I can spell most common exception words from the Y1 appendix
- I can type multiple sentences

- I can write legibly and may be beginning to join some letters correctly
- I can spell accurately most words containing previously taught phonemes
- I can spell some common homophones accurately (e.g. to, two; hear, here; blue, blew)
- I can attempt to spell some common contractions (e.g. it's, can't)
- I am beginning to mark singular possession with apostrophe -s (e.g. Dad's coat)
- I can spell most common exception words from the Y1 appendix, and some from Y2
- I can type a short text on screen
 - ~~I can write lower case letters of the correct size in relation to one another.~~

- ~~I can make plausible phonetic attempts at spelling new words of more than two syllables by segmenting and blending familiar sounds.~~
- I can write legibly (e.g. may choose to join letters, beginning to develop own handwriting style)
- I am familiar with some Y2 spelling rules and conventions
- I can attempt to spell more ambitious vocabulary
- I can use an apostrophe with increasing accuracy to mark contractions and singular possession
- I can use the suffixes -ment, -ness, -ful, -less, -ly
- I can spell most common homophones in the Y2 spelling appendix
- I can spell most common exception words from the Y2 spelling appendix
- I can type for extended periods
- ~~I can write capital letters and lower case letters of the correct size and orientation in relation to one another.~~

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Composition



Learning Profile B2

Bronze	Silver	Gold
<ul style="list-style-type: none"> ▪ I can learn and retell a taught story in preparation for creating my own writing ▪ I am beginning to plan my writing by drawing my ideas or making notes, with support ▪ I can recognise simple recurring literary language in stories and poetry (e.g. "once upon a time") ▪ I can recognise the difference of poetry to other forms and am beginning to write poetry with support ▪ I am aware of the terms "fiction" and "non-fiction", and am beginning to understand what they mean ▪ I can read my writing and engage with improvements identified by my teacher 	<ul style="list-style-type: none"> ▪ I can adapt or tell a new version of a story, with support ▪ I can plan my writing by drawing my ideas or making notes, with support ▪ I can use a word bank to select key words for my writing, with support ▪ I can use simple recurring literary language in stories and poems (e.g. "once upon a time") ▪ I can compose orally and write simple poetry ▪ I can identify <u>between fiction and non-fiction</u> pieces of writing ▪ I can read my writing with my teacher and talk about word choice, grammar and punctuation 	<ul style="list-style-type: none"> ▪ I can independently adapt or tell a new version of a story ▪ I can independently plan my writing by drawing my ideas or making notes ▪ I can independently use a word bank to select key words for my writing ▪ I can use recurring language to create humour, rhyme or rhythm ▪ I can write poems which are effective ▪ I can identify fiction and non-fiction writing and am aware of different non-fiction forms (e.g. newspaper article, biography, recipes) ▪ I can re-read my writing and improvements so that it makes sense to another reader
Vocabulary, Grammar and Punctuation		
<ul style="list-style-type: none"> ▪ I can write sentences which are usually grammatically accurate, sequenced to form short narratives ▪ I can co-ordinate some sentences using "and", "or", "but" ▪ I am beginning to experiment with varied punctuation (e.g. exclamation marks, question marks) ▪ I am beginning to use expanded noun phrases or adverbs to add detail ▪ I am beginning to identify some word classes (e.g. noun, verb, adjective) ▪ I am beginning to maintain tense and subject/verb agreement in my writing 	<ul style="list-style-type: none"> ▪ I am beginning to write a range of sentence types (e.g. commands, questions, statements), not always accurately ▪ I am beginning to use subordination (e.g. "when", "if", "because") ▪ I am beginning to use varied punctuation accurately ▪ I can use varied vocabulary to create detail and interest (e.g. adjectives to create nouns phrases, adverbs and powerful verbs) ▪ I can confidently identify some word classes ▪ I can maintain tense and subject/verb agreement in my writing, with prompting 	<ul style="list-style-type: none"> ▪ I can consistently write a range of sentence types (e.g. commands, questions, statements), usually accurately ▪ I can vary the way in which clauses are joined (e.g. by co-ordination (and, or, but) or subordination (when, if, because)) ▪ I can punctuate sentences mostly correctly (including capital letters, full stops, question marks, exclamation marks; commas in lists) ▪ I can consistently use varied vocabulary to create detail and interest ▪ I can identify four word classes (noun, adjective, verb and adverb) ▪ I can choose tense appropriately for my writing

Writing



Learning Profile B3

Bronze

Silver

Gold

Transcription and Spelling



Learning Profile B3

Bronze	Silver	Gold
<ul style="list-style-type: none"> • I can make plausible phonetic attempts at spelling new one syllable words by segmenting and blending familiar sounds. ▪ I can form letters which are gaining in consistency of size and formation, capital letters are the correct size relative to lower case ▪ I can use the prefixes un-, dis-, mis- ▪ I can spell most common exception words from the Y2 spelling appendix ▪ I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • I can spell taught words with 'wr' at the beginning. • I can spell taught words with 'y' (cry) at the end. • I can spell taught words where the consonant is doubled (e.g. patting, dropped). • I can spell taught plurals (e.g. monkeys). • I can spell taught words with the possessive apostrophe (e.g. Bob's, the child's). • I can write simple sentences dictated by my teacher (including taught skills for this level). I can use appropriate spacing between words. • 	<ul style="list-style-type: none"> ▪ I can space my writing sufficiently so that ascenders and descenders do not meet ▪ I am beginning to spell some homophones from the Y3-4 spelling appendix ▪ I am beginning to use an apostrophe for plural possession (e.g. boys') ▪ I can spell most common exception words from the Y2 spelling appendix, some from Y3-4 ▪ I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • I can make plausible phonetic attempts at spelling new two syllable words by segmenting and blending familiar sounds. • I can spell taught words containing the 'dge' (edge), 'ge' (huge) and 'g' (giant) sounds and spelling patterns. • I can spell taught words where 'y' changes to 'i' before 'es' (try - tries). • I can spell taught words where 'y' changes to 'i' before 'ed' (cried), 'er' (drier) and 'est' (happiest). • I can spell taught words where 'e' is dropped before 'ing' (liking), 'ed' (liked), 'er' (nicer), 'est' (nicest) and 'y' (shiny). • I can write simple sentences dictated by my teacher (including taught skills for this level). • I can write lower case letters of the correct size in relation to one another. 	<ul style="list-style-type: none"> ▪ I can use taught contractions of more than one syllable (e.g. couldn't, didn't) in an extended sentence ▪ I can use suffixes -ation, -ly, -sion ▪ I can spell some of the homophones from the Y3-4 spelling appendix ▪ I can many of the words from the Y3-4 statutory word list ▪ I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • I can make plausible phonetic attempts at spelling new words of more than two syllables by segmenting and blending familiar sounds. • I can spell taught words with the 'le' (apple), 'el' (travel), 'al' (metal) and 'il' (fossil) sounds and spelling pattern. • I can spell taught words that contain schwa sounds. • I can spell taught words with the suffixes 'ment', 'ness', 'ful', 'ly' and 'less'. • I can spell taught words containing 'tion' (station). • I can spell taught homophones (e.g. see and sea, there and their). • I can write simple sentences dictated by my teacher (including taught skills for this level). • I can write capital letters and lower case letters of the correct size and orientation in relation to one another.

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Learning Profile B3

Bronze

Silver

Gold

Composition

- I can compose and rehearse sentences orally
- I am beginning to imitate or “magpie” ideas to use in my own writing
- I can plan a text by writing key ideas and language to use
- I am beginning to write for different purposes and show some awareness of the genre being taught
- I know the difference between fact and opinion
- I can describe a character using words and phrases
- I can describe a setting using words and phrases
- I can create a 3-part plot (beginning, middle and end)
- I can write multiple sentences about an idea
- I can use given organisational features of non-narrative to create a text (e.g. sub-heading)
- I can evaluate my own and others’ writing, with direction (e.g. “I liked this... because...”) ~~I can read my writing and engage with improvements identified by my teacher.~~

- I can compose and rehearse sentences orally, talking about initial ideas in order to plan and draft before writing
- With support, I can plan a text by using identified features from writing similar to what I will write with support.
- ~~I can write to suit purpose and show some features of the genre being taught with support.~~
- ~~I can group my ideas together.~~
- I can describe several features of a character with detail
- I can describe several features of a setting with detail
- I can create a 3-part plot which develops through a problem to a resolution
- I can choose organisational features of non-narrative to create a text (e.g. headings and sub-headings)
- I am beginning to organise information into sections of similar content (paragraphs), with scaffold and support
- I can make constructive comments about my own and others’ writing, with direction (e.g. WWW and EBI/2 stars and a wish)

- With support, I can plan a text by reading and identifying features of writing similar to what I will write
- I can organise groups of ideas on a page (beginnings of paragraphing) often independently
- I can create a range of characters who perform traditional roles (e.g. goodies and baddies)
- I create a story which takes place in more than one setting
- I can create a multi-part plot which develops problems and resolutions
- I can choose the layout and organisational features of non-narrative to achieve purpose in a text (e.g. sub-heading)
- I can create a word bank of specific and descriptive vocabulary on my plan prior to writing
- I know the difference between fact and opinion and can use both effectively for different purposes
- I can discuss my own and others’ writing, making evaluative comments and making purposeful revisions
- ~~I can read my writing and find ways to improve effectiveness, accuracy and consistency.~~

Vocabulary, Grammar and Punctuation (in taught sessions with evidence emerging in independent writing)

Writing



Learning Profile B3

Bronze	Silver	Gold
<ul style="list-style-type: none"> ▪ I am beginning to identify prepositions and understand what they are ▪ I can identify direct speech and inverted commas ▪ I understand four word classes (noun, adjective, verb and adverb) ▪ I can use “a” or “an” before a noun, sometimes accurately ▪ I can attempt to maintain the past or present tense <ul style="list-style-type: none"> ▪ I can indicate plurals (e.g. by simply adding s). 	<ul style="list-style-type: none"> ▪ I can express time, place and cause using conjunctions (e.g. when, before, after, while, so, because) ▪ I can identify and use a range of prepositions ▪ I am beginning to use inverted commas for direct speech ▪ I can usually use the past or present tense appropriately 	<ul style="list-style-type: none"> ▪ I can identify and use a wide range of prepositions appropriately ▪ I can identify direct speech and use inverted commas accurately ▪ I can correctly use the determiners “a” and “an” ▪ I can use the past or present tense appropriately, sometimes use the present perfect (e.g. “he has gone out to play”)

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Writing



Learning Profile B4

Bronze	Silver	Gold
Transcription and Spelling		

<ul style="list-style-type: none"> I can form and orientate all letter and digits correctly in relation to one another (there may be some variation in letter size) Spaces between words are usually suited to letter size <u>I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</u> I can spell many of the words from the Y3-4 statutory word list I can spell some of the homophones from the Y3-4 statutory word list I can make plausible phonetic attempts at spelling new one syllable words by segmenting and blending familiar sounds. I can spell taught contractions of more than one syllable e.g. couldn't, didn't I can spell taught words with 'wr' at the beginning. I can spell taught words with 'y' (cry) at the end. I can spell taught words where the consonant is doubled (e.g. patting, dropped). I can spell taught plurals (e.g. monkeys). I can spell taught words with the possessive apostrophe (e.g. Bob's, the child's). I can write simple sentences dictated by my teacher (including taught skills for this level). I can use appropriate spacing between words. 	<ul style="list-style-type: none"> I can form and orientate all letter and digits correctly in relation to one another <u>I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</u> I can use prefixes in-, il-, im-, re-, sub-, inter-, auto- I can spell most words from the Y3-4 statutory word list I can spell many homophones from the Y3-4 statutory word list I can make plausible phonetic attempts at spelling new two syllable words by segmenting and blending familiar sounds. I can spell taught words containing the 'dge' (edge), 'ge' (huge) and 'g' (giant) sounds and spelling patterns. I can spell taught words where 'y' changes to 'i' before 'es' (try - tries). I can spell taught words where 'y' changes to 'i' before 'ed' (cried), 'er' (drier) and 'est' (happiest). I can spell taught words where 'e' is dropped before 'ing' (liking), 'ed' (liked), 'er' (nicer), 'est' (nicest) and 'y' (shiny). I can write simple sentences dictated by my teacher (including taught skills for this level). I can write lower case letters of the correct size in relation to one another. 	<ul style="list-style-type: none"> I can form writing which is legible and fluent <u>I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</u> I can write words with the full range of suffixes from the Y3-4 spelling appendix I can spell most homophones in the Y3-4 spelling appendix I can spell accurately all words from the Y3-4 statutory word list I can use an apostrophe to mark singular and plural possession, including irregular plurals (e.g. children's bags) I can make plausible phonetic attempts at spelling new words of more than two syllables by segmenting and blending familiar sounds. I can spell taught words with the 'e' (apple), 'el' (travel), 'al' (metal) and 'il' (fossil) sounds and spelling pattern. I can spell taught words that contain schwa sounds. I can spell taught words with the suffixes 'ment', 'ness', 'ful', 'ly' and 'less'. I can spell taught words containing 'tion' (station). I can spell taught homophones (e.g. see and sea, there and their). I can write simple sentences dictated by my teacher (including taught skills for this level). I can write capital letters and lower case letters of the correct size and orientation in relation to one another.
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Composition

<ul style="list-style-type: none"> I can plan a text by <u>independently</u> reading and exploring writing similar to what I will write <u>I can identify the purpose of non-fiction writing</u> 	<ul style="list-style-type: none"> I can discuss and develop initial ideas in order to plan and draft before writing (e.g. through shared writing) 	<ul style="list-style-type: none"> I can plan a text by <u>independently</u> reading and identifying features of writing similar to what I will write
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Learning Profile B4

Bronze	Silver	Gold
<ul style="list-style-type: none"> ▪ I can use some appropriate features relevant to my genre of writing, with guidance ▪ I can organise writing into sections or paragraphs, often with a prompt, content within sections may lack cohesion ▪ I can use a range of presentational devices, with guidance (including title, subheadings) ▪ I can attempt to use dialogue in my writing, although balance between dialogue and narrative may be uneven ▪ <u>I can create a range of characters who perform traditional roles (e.g. goodies a hero, a baddie-, a sidekick, a wise person and baddies)</u> ▪ <u>I understand the difference between a simile and a metaphor</u> ▪ <u>I can recognise a range of non-fiction formats (e.g. newspaper article, tv news report, email, encyclopaedia entry, postcard, Tweet)</u> • I can write more than one sentence about an idea. • I can describe a character using words and phrases. • I can describe a setting using words and phrases. • I can create a 3-part plot (beginning, middle and end). • I can use given organisational features of non-narrative to create a text (e.g. sub-heading). ▪ I can create emphasis in my writing 	<ul style="list-style-type: none"> ▪ I can organise writing into sections or paragraphs, including fiction and non-fiction ▪ I can appropriately use a range of presentational devices (including title, subheadings) • <u>I can create characters with distinct personalities</u> ▪ <u>I can begin to describe a character's emotions and desires using words or phrases</u> ▪ <u>I can begin use the weather or setting to engage my reader</u> • <u>I can begin use the weather or setting of my story to reflect emotions (beginnings of pathetic fallacy, e.g. there is rain when a character is sad)</u> ▪ <u>I can describe several features of a character with detail. I can recognise similes and metaphors in writing</u> ▪ <u>I can write or record in a range of non-fiction formats (e.g. article, email, postcard, tweet, newspaper article, tv news report, encyclopaedia entry)</u> ▪ I can write in a number of different forms to suit purpose, with a growing awareness of audience • I can describe several features of a setting with detail. • I can create a 3-part plot which develops through a problem to a resolution. • I can create humour in my writing ▪ I can proof-read, edit and revise my own work without prompting by my teacher. I can choose 	<ul style="list-style-type: none"> ▪ I can organise writing into meaningful paragraphs ▪ I can effectively use a range of presentational devices (including title, subheadings) ▪ I can convey different characters' personalities through their actions ▪ <u>I can describe different characters' emotions and desires in detail</u> • <u>I can begin to describe a character's emotions. I can begin use the weather or setting of my story to reflect emotions (beginnings of pathetic fallacy, e.g. there is rain when a character is sad)</u> ▪ <u>I can begin to use similes or metaphors in my writing (not always effectively)</u> ▪ I am beginning to use dialogue to advance action and balance dialogue with narrative ▪ <u>I can choose the best non-fiction format for a given purpose</u> ▪ <u>I can create tension in my writing</u> • <u>I can proof-read, edit and revise my own work and others' work without prompting by my teacher. I can create a multi-part plot which develops problems and resolutions.</u> • I can choose the layout and organisational features of non-narrative to achieve purpose in a text (e.g. sub-heading). • I can create atmosphere in my writing. • I can create a word bank of specific and descriptive vocabulary on my plan prior to writing.

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Learning Profile B4

Bronze	Silver	Gold
<ul style="list-style-type: none"> ▪ I can use a word bank to collect ideas for descriptive vocabulary in my writing. ▪ I can read my writing and engage with improvements identified by my teacher. I can proof-read, edit and revise my own work with prompting by my teacher ▪ I can use varied sentence structures. <ul style="list-style-type: none"> ▪ I can use adverbs with accuracy. ▪ I can use commas to mark clauses. 	<p>organisational features of non-narrative to create a text (e.g. sub-heading).</p> <ul style="list-style-type: none"> ▪ I can use a word bank to collect specific and descriptive vocabulary on my plan prior to writing. ▪ I can read my writing and make punctuation and grammar improvements so that it makes sense to another reader. 	<ul style="list-style-type: none"> ▪ I can read my writing and find ways to improve effectiveness, accuracy and consistency. ▪ I can use IT effectively to present my ideas.
<p>Vocabulary, Grammar and Punctuation (in taught sessions with evidence emerging in independent writing)</p>		

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Learning Profile B4

Bronze	Silver	Gold
<ul style="list-style-type: none"> ▪ I can vary my sentence openers (e.g. with a different pronoun or a fronted adverbial) ▪ <u>I can punctuate direct speech with speech marks and a comma</u> ▪ <u>I know the difference between a main-clause and a sub-clause</u> ▪ I can experiment with sentences with more than one clause 	<ul style="list-style-type: none"> ▪ <u>I can punctuate direct speech correctly and end the sentence with a comma or full stop accurately</u> ▪ I can identify main and sub-clauses ▪ I am beginning to use a range of sentence structures in my writing (e.g. simple, compound, embedded clauses) ▪ I can usually use the 1st/3rd person consistently I can use past and present verb forms accurately when writing a sentence. I can use nouns and pronouns accurately when writing a sentence. I can indicate possessive plurals (e.g. by simply adding s—Tims cat). 	<ul style="list-style-type: none"> ▪ <u>I can usually start a new paragraph for direct speech</u> ▪ I can use the conjunctions ‘when’, ‘if’, ‘because’ I can consistently use a range of sentence structures in my writing (e.g. simple, compound, embedded clauses) ▪ I am beginning to use commas to mark a main-clause from a sub-clause (not always accurately) ▪ I can use high quality noun phrases and adverbial phrases to expand sentences ▪ <u>I can use conjunctions, adverbs and prepositions to express time, cause and place</u> I can use nouns and pronouns with increasing accuracy (50%+) throughout a piece of writing. I can accurately indicate possessive plurals (e.g. by using apostrophe Tim’s cat). I can use adverbial phrases to start a sentence (Early in the morning we left for school). I can use a comma to punctuate a sentence starting with an adverbial phrase (Early in the morning, we left for school).

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Learning Profile B5

Bronze

Silver

Gold

Transcription and Spelling (in taught sessions with evidence emerging in independent writing)

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| <ul style="list-style-type: none"> ▪ I can demonstrate a handwriting style which is fluent and legible (e.g. writes at speed using own handwriting style which is usually joined) ▪ I can spell accurately all words from the Y3-4 statutory word list, and some from the Y5-6 list ▪ I am beginning to spell some words with silent letters ▪ I can use a dictionary with support | <ul style="list-style-type: none"> ▪ I can maintain legibility in my handwriting when writing at speed ▪ I can spell accurately some words from the Y5-6 statutory word list ▪ I am continuing to spell some words with silent letters ▪ I can use a dictionary to check the spelling and meaning of words, when prompted | <ul style="list-style-type: none"> ▪ I can adapt handwriting/font/use of capitals to suit purpose ▪ I can spell accurately many words from the Y5-6 statutory word list ▪ I am continuing to distinguish between homophones and other words which are often confused ▪ I can independently use a dictionary to check the spelling and meaning of words |
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Composition

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| <ul style="list-style-type: none"> ▪ <u>I can plan writing by independently noting and developing initial ideas</u> ▪ <u>I can begin use the weather or setting of my story to create atmosphere (use of pathetic fallacy, e.g. there is a storm when a problem occurs)</u> ▪ <u>I can begin to describe a character's body to convey emotion and desires (beginnings of 'show not tell', e.g. 'he blushed')</u> ▪ <u>I can use similes or metaphors in my writing with increasing effectiveness</u> ▪ <u>I know what 'target audience' means in a non-fiction context</u> ▪ <u>I am beginning to understand persuasive techniques (e.g. I am beginning to learn the AFOREST acronym)</u> ▪ <u>Can confidently use dialogue to advance action and balance dialogue with narrative</u> | <ul style="list-style-type: none"> ▪ <u>I can plan a text by independently drawing on a range of my reading as inspiration</u> ▪ <u>I can confidently create atmosphere in my writing using a range of vocabulary</u> ▪ <u>I am beginning to use 'show not tell' in my writing (e.g 'her heart began to race')</u> ▪ <u>I can consistently use effective similes or metaphors in my writing</u> ▪ <u>I can integrate dialogue to convey character and advance action.</u> ▪ <u>I can identify the target audience in a non-fiction context</u> ▪ <u>I can recognise persuasion techniques (e.g. I know can identify/explain and identify the AFOREST techniques)</u> ▪ <u>I can perform my own compositions and am beginning to use appropriate intonation, volume, and movement</u> | <ul style="list-style-type: none"> ▪ <u>I can plan writing by identifying the audience and purpose.</u> ▪ <u>I can plan writing by drawing on familiar models from my reading and from other research</u> ▪ <u>I can confidently create atmosphere in my writing using a range of techniques</u> ▪ <u>I can confidently use 'show not tell' in my writing</u> ▪ <u>I can use a range of descriptive techniques for effect</u> ▪ <u>I can adapt my writing to a target audience specified by my teacher</u> ▪ <u>When editing, I can make changes to vocabulary, grammar and punctuation to change and enhance meaning.</u> ▪ <u>I am beginning to use persuasion techniques (e.g. I can use 1/2 techniques from AFOREST)</u> |
|--|---|--|

Writing



Learning Profile B5

Bronze

Silver

Gold

~~I can change the order of material within a paragraph, moving the topic sentence. I can select appropriate grammar and vocabulary to change and enhance meaning.~~

~~I can plan writing by noting and developing initial ideas. I can integrate dialogue to convey character and advance action.
When editing, I can ensure consistent use of tense throughout a piece of writing.
I can adapt non-narrative forms and styles to write fiction or factual texts.
I can adapt non-narrative forms and styles to write poetry.~~

~~I can confidently perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear

I can use direct speech accurately in my writing.
I can punctuate sentences accurately (including using speech marks and apostrophes).~~

Vocabulary, Grammar and Punctuation (in taught sessions with evidence emerging in independent writing)

- I can start a paragraph with a topic sentence
- I can identify formal and informal vocabulary and tone
- I can convert nouns into verbs using suffixes (e.g. ise – polarise).
- ~~I can build cohesions within a paragraph.~~
- I can use brackets to indicate parenthesis
- I can arrange text on a page appropriate for the format
- I can use a colon and commas to introduce-create a list

- I can convert adjectives into verbs using suffixes (e.g. ful – colourful).
- I can link ideas across paragraphs
- I can use dashes to indicate parenthesis
- I can choose between formal and informal vocabulary to use in my writing
- I can make choices about how to present a text on a page
- I can use a semi-colon to mark main-clauses
- I can select appropriate grammar and vocabulary to change and enhance meaning

- I can indicate degrees of possibility using modal verbs
- I can use adverbials to link ideas across paragraphs
- I can use commas to indicate parenthesis and to clarify meaning
- I can write in a formal or informal style depending on audience and purpose
- I can design how text should look on a page
- When editing, I can make changes to vocabulary, grammar and punctuation to change and enhance meaning

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Writing



Learning Profile B6

Bronze

Silver

Gold

Transcription and Spelling (in taught sessions with evidence emerging in independent writing)

<ul style="list-style-type: none"> I can identify my own writing targets for improvement I can use a thesaurus with support I can spell accurately most of the words from the Y5-6 statutory word list I can use homophones for comic effect 	<ul style="list-style-type: none"> I can use the syllabus to set my own targets for writing improvement I can use a thesaurus to improve my word choices, when prompted I can spell accurately all of the words from the Y5-6 statutory word list I can use a range of media to write 	<ul style="list-style-type: none"> I can analyse my progress within my tasks and identify my strengths and weakness in writing I can effectively use a range of spelling strategies I can choose the writing implement that is best suited to the task I can independently use a thesaurus to improve my word choices I can spell commonly misspelt words from my previous learning
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Composition

<ul style="list-style-type: none"> <u>I can plan writing by</u> considering <u>the</u> audience and purpose <u>I can change the order of material within a paragraph, moving the topic sentence</u> I am beginning <u>to give characters distinct voices in my dialogue</u> <u>I can try a range of forms and styles to write a story</u> <u>I can begin to use a range of persuasion techniques in my writing (e.g. direct address, rhetorical questions)</u> I am beginning to summarise longer passages, with support 	<ul style="list-style-type: none"> I can use a range of planning formats for fiction and non-fiction writing I can use devices to build cohesion within and across paragraphs <u>link ideas across paragraphs</u> <u>I can consistently give characters distinct voices in my dialogue</u> I can use a range of <u>persuasion</u> and rhetorical <u>techniques</u> (e.g. <u>alliteration</u>, hyperbole, rule of 3) I can summarise longer passages, with minimal support 	<ul style="list-style-type: none"> I have a preference of planning formats which helps me prepare my writing the best I can select the appropriate form for my writing when considering audience and purpose I can use devices to build cohesion within and across paragraphs (e.g. connectives such as 'moreover,' 'however,' 'on the other hand') I can use correct paragraphing with direct speech I can create characters who change their opinions or ideas during my story (e.g. show a clear character arc) I can use a range of <u>persuasion</u> and rhetorical <u>techniques</u> to good effect (e.g. <u>alliteration</u>, hyperbole, rule of 3) I can independently summarise longer passages
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Vocabulary, Grammar and Punctuation (in taught sessions with evidence emerging in independent writing)

Writing



Learning Profile B6

Bronze	Silver	Gold
<ul style="list-style-type: none">▪ I can use ellipsis to good effect▪ I can use colons and dashes to mark boundaries between independent clauses▪ I can identify the active and passive voice	<ul style="list-style-type: none">▪ I can use relative clauses beginning with who, which, where, when, whose, that▪ I can punctuate using bullet points consistently▪ I am beginning to experiment with the active and passive voice in my writing▪ I can indicate degrees of possibility using adverbs	<ul style="list-style-type: none">▪ I can use modal verbs or adverbs to ensure correct subject verb agreement▪ I can use noun phrases to convey complicated information concisely▪ I can use the passive voice to affect the presentation of information in a sentence▪ I can use a hyphen to avoid ambiguity (e.g. man eating shark vs man-eating shark)▪ I can use commas, semi-colons and full stops accurately <u>to mark clauses</u> (i.e. I do not use a comma splice)