

Year 1 teaching and assessment progression for writing

By the end of Year 1:

Pupils can write simple sentences without support. Sentences are punctuated with capital letters and full stops. They are beginning to use the conjunction and to join words and clauses. They rehearse their ideas orally prior to writing, drawing on models from reading to help structure and develop their own. Pupils are aware of the need to add description to their writing and use simple noun phrases. They demonstrate correct letter formation and use their phonics knowledge to support spelling. They are increasingly confident, writing independently in a familiar range of forms, using taught skills, but still need support with extending and developing writing.

Transcription:

Apprentice	Competent	Expert
Spell words containing each of the 40+ phonemes already taught	Spell the days of the week	Can use the prefix un-
Spell common exception words that have been taught	Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs	Can add prefixes and s spell words with taught suffixes (eg -ing, -er, -est) where no change is needed in the spelling of root words
Name the letters of the alphabet in order	Begin to spell words using contracted forms	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
Use letter names to distinguish between alternative spellings of the same sound		
Use -ing and -ed, where no change is needed in the spelling of root words		

Handwriting:

Apprentice	Competent	Expert
Sit correctly at a table, holding a pencil comfortably and correctly	Letters formed correctly, ensuring they are the correct shape, size, and spacing	Letters formed correctly, ensuring they are the correct shape, size, spacing and sit correctly on the line

Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9		Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.
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Composition, effect and spoken language:

Apprentice	Competent	Expert
Say out loud what they are going to write about Orally rehearse and refine sentences before writing them Discuss what they have written with the teacher or other pupils Hold a sentence in their head before writing it Write the sentence and check it for sense	Uses talk to rehearse sentences before writing, drawing on familiar stories, experiences and vocabulary Draw on vocabulary from stories, experiences and discussion when writing Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary Select basic ideas and content linked to the purpose of a task Read writing aloud to others, clearly enough to be heard	Re-read writing to check spelling, punctuation and that it makes sense (Who? Does what? Where/When?) Use simple prepositions Sequence sentences to form short narratives Make simple changes to writing after re-reading and discussion

Text structure and organisation:

Apprentice	Competent	Expert
Has an awareness that ideas can be organised into a sequence	Sequence sentences to form short narratives	Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions

Sentence structure:

Apprentice	Competent	Expert
Compose a sentence orally before writing it	Write a simple sentence starting with a noun/proper noun	Write a simple sentence with straight forward subject/ verb agreement
Construct simple sentences orally and in writing that express complete ideas		Write reliably formed simple and compound sentences
Write a simple sentence starting with a personal pronoun		

Vocabulary, grammar and punctuation:

Apprentice	Competent	Expert
Leave spaces between words	Join words using 'and', 'but', 'so'	Begin to punctuate sentences using an exclamation mark
Use capital letter for names	Begin to punctuate sentences using a question mark	Use simple noun phrases (adjective + noun)
Use capital letter for the personal pronoun 'I'	Join clauses using 'and'	Understand and recognise singular and plural nouns
Begin to punctuate sentences using a capital letter and a full stop	Use a capital letter for days of the week	Can use the following terminology: capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Year 2 teaching and assessment progression for writing

By the end of Year 2:

Pupils demonstrate a growing awareness of the reader and are confident to write independently across a range of familiar forms. Simple narratives are developed through a series of linked ideas drawing on their increasing knowledge of cohesive devices (eg a range of common conjunctions to develop, link or expand ideas). Additional detail is added for the reader through their use of descriptive phrases, control of tense and accurate use of punctuation. Non-fiction texts are organised using simple features and reflect their understanding of the vocabulary and sentence structures required. Letter formation is correct, and writing demonstrates a growing control over size and spacing. Spelling reflects their growing understanding of phonics and spelling rules taught so far. They can read back their own writing, checking for errors in punctuation and spelling. They are beginning to check for sense and meaning and can edit with support where necessary.

Transcription:

Apprentice	Competent	Expert
Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly	Use the possessive apostrophe (singular)	Add suffixes to spell longer words -ment, -ness
Spell by learning new ways of spelling phonemes for which one or more spellings are already known	Add suffixes to spell longer words, including ful, -less (to create adjectives)	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
Spell common homophones	Spell more words with contracted forms	
Spell common exception words taught so far	Distinguish between homophones and near homophones	
Add suffixes to spell longer words, including ly		

Handwriting:

Apprentice	Competent	Expert
Form lower-case letters of the correct size relative to one another Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters	Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	

Composition, effect and spoken language:

Apprentice	Competent	Expert
Proof read to check for errors in spelling Discuss and rehearse sentence choices before recording them in writing When planning, write down ideas and/or key words, including new vocabulary Use vocabulary gathered through reading and discussion in independent writing Show an emerging awareness of purpose and an emerging awareness of their audience	Orally develops and rehearses ideas and sentences before writing, using appropriate vocabulary for the task Proof-read to check for errors in spelling and punctuation Write narratives, poetry and real events for different purposes and audiences Use adventurous vocabulary appropriate to task Draft ideas before writing	Proof-read to check for errors in spelling, grammar and punctuation Read writing back to check for sense and meaning Use a range of prepositions (behind, before, above, along) Choose vocabulary appropriate to purpose and audience Demonstrate an awareness of the reader

Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils Re-read to check that writing makes sense e.g. verb tense	Improve writing by adding, changing or removing words and phrases Share completed writing with others and respond to feedback	
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Text structure and organisation:

Apprentice	Competent	Expert
Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence Use brief opening and ending Appropriately sequences ideas Write a series of linked sentences	Link related sentences through the use of pronouns and adverbials where appropriate Develop linked sentences into sections	Sustain person and tense throughout writing Organise non-fiction using simple features

Sentence structure:

Apprentice	Competent	Expert
Write questions (beginning with who/ what/ when/ where/ how etc) Write statements	Combine ideas using a growing range of sentence structures Write exclamatory sentences starting with 'what' or 'how'. Write commands using the imperative form of a verb Use verbs to indicate time	Use sentences with different forms: statement, question, exclamation, command

Vocabulary, grammar and punctuation:

Apprentice	Competent	Expert
Use capital letters, full stops, question marks and exclamation to demarcate sentences	Use commas to separate items in a list	Use apostrophes to mark singular possession in nouns
Use coordinating conjunctions (or/and/but)	Use apostrophes to mark where letters are missing in spelling	Form nouns using suffixes ness, -er and by compounding e.g. whiteboard, superman
Write expanded noun phrases to describe and specify	Use the suffixes -er, -est, in adjectives	Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma
Use the present and past tenses correctly and consistently	Use the progressive form correctly and consistently e.g. he was shouting.	Identify and use the term proper noun accurately
Use -ly to turn adjectives into adverbs - slow/ slowly		
Use subordinating conjunctions (when/ if /that /because)		

Year 3 teaching and assessment progression for writing

By the end of Year 3:

Pupils are aware of the purpose and audience for their writing. They explore and experiment with a wider range of sentence structures, thinking carefully about how to extend and join parts of their writing using appropriate adverbs and conjunctions. Description is developed using appropriate noun phrases and technical vocabulary is evident in non-fiction. Writing is shaped by simple planning structures that support the development of paragraphs: sections of writing are grouped under subheadings in non-fiction. Where speech is used it is accurately punctuated. Writing is legible and beginning to become more consistent when joined. Spelling reflects the curriculum taught so far. They read back their writing and, with support, edit to link and develop ideas coherently.

Transcription:

Apprentice	Competent	Expert
Use further prefixes and suffixes and understand how to add them. (Appendix 1)	Form nouns using prefixes e.g. super, anti, auto	Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble
Spell words that are often misspelt. (Appendix 1)	Spell further homophones and understand their meanings	
Use the first two or three letters of a word to check its spelling in a dictionary		Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting:

Apprentice	Competent	Expert
Begin to join some letters - stringing	Develop fluency in stringing more letters in handwriting	Increasing fluency in joined handwriting
Use the diagonal and horizontal strokes that are needed to join letters and understand which letters,	Increase the legibility, consistency and quality of their handwriting	

when adjacent to one another, are best left unjoined		
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Composition, effect and spoken language:

Apprentice	Competent	Expert
Writing is clear in purpose Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Orally rehearse sentences to develop vocabulary and sentence structure choices When planning, discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements	Discusses, rehearses and refines ideas orally to support the organisation and development of writing Select precise vocabulary from reading and topic work to support meaning In narratives, creates settings, characters and plot Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' Plan and organise narratives with a clear beginning, middle and end Expand key events with relevant detail Revise sections of writing to improve meaning and clarity Present completed writing appropriately for its audience and purpose	Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation Develop clear narrative structures that support the reader's understanding Develop key events to provide clarity and interest for the reader

Text structure and organisation:

Apprentice	Competent	Expert
Organise writing into logical chunks and write a coherent series of linked sentences for each Select nouns and pronouns to provide clarity for the reader Use simple organisational devices, e.g. headings and subheadings	Organise paragraphs around a theme Vary nouns and pronouns to avoid repetition	Uses varied nouns and pronouns for cohesion

Sentence structure:

Apprentice	Competent	Expert
Draft and write an increasing range of sentence structures (simple and compound) Use some variation in sentence types (statement/ command/ question/ exclamation)	Construct and adapt sentences to communicate ideas clearly and effectively Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)	Manipulate the position of clauses to suit the purpose of the writing

Vocabulary, grammar and punctuation:

Apprentice	Competent	Expert
Use subordinating conjunctions to express time, place and cause (when, before, after, while, so, because) Use adverbs, prepositions and prepositional phrases to	Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play	Use fronted adverbials Use commas after fronted adverbials Use and understand the grammatical terminology in English Appendix 2 in discussing their writing:

express time, place and cause (before, after, during, in because of) Use adjectival and adverbial phrases to add detail to sentences. Use inverted commas to punctuate direct speech Know when to use 'a' and 'an' Proof-read for spelling and punctuation errors Use irregular simple past tense verbs e.g. awake / awoke	Indicate possession by using the possessive apostrophe with plural nouns Understand the term synonym and antonym Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma, collective noun Use dialogue to show character responses
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Year 4 teaching and assessment progression for writing

By the end of Year 4:

Pupils can identify the purpose, audience and form of their writing in both fiction and non-fiction texts. They organise these texts using paragraphs for clarity. Ideas are connected using nouns, pronouns, and adverbials to provide clarity and coherence for the reader. Narratives have clear structures and key events are expanded to provide clarity for the reader. They are secure in using a range of sentence structures and are beginning to manipulate clauses dependent on the purpose of the writing. Speech is accurately punctuated, and a character's response is beginning to be indicated within the narrative. Writing is consistently joined and legible. Spelling reflects the curriculum taught so far. Pupils can proof-read and edit their writing with increasing independence.

Transcriptions:

Apprentice	Competent	Expert
Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's Use the first two or three letters of a word to check its spelling in a dictionary	Plural nouns of words ending in 'o'	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting:

Apprentice	Competent	Expert
Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Is able to maintain fluency of writing and has sufficient stamina for typical written tasks	Can correctly join letters in accordance with the school's agreed style Increase the legibility, consistency and quality of their handwriting	

Composition, effect and spoken language:

Apprentice	Competent	Expert
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Plan their writing by discussing and recording ideas Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements In narratives, creates settings, characters and plot Writing is clear in purpose Use a varied and rich vocabulary	Uses discussion to explore audience, purpose and vocabulary choices before and during the writing process Use discussion to refine sentence construction and vocabulary choices before and during writing Choose vocabulary deliberately to create an intended effect on the reader Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary	Use figurative language such as similes, alliteration to build a picture in the readers head Develop key events logically so that narratives are clear and coherent for the reader.

	Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) Review and improve writing throughout the drafting process Present writing in a way that supports reader understanding	
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Text structure and organisation:

Apprentice	Competent	Expert
Non-narrative material uses simple organisational devices Organise paragraphs around a theme Use paragraphs to signal a change of time, scene, action, mood or person Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause for cohesion	Openings and closings are clearly signalled and well developed Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences	

Sentence structure:

Apprentice	Competent	Expert
Compose and rehearse sentences orally (including dialogue) Use an increasing range of sentence length and structure Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Manipulate sentence structures to add detail and improve clarity	

Vocabulary, grammar and punctuation:

Apprentice	Competent	Expert
Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair Understand the difference between plural and possessive -s	Standard English forms for verb inflections instead of local spoken forms Use fronted adverbials followed by a comma Use subordinate clauses to add detail and subordinate clauses to open some sentences. Use the present perfect form of verbs in contrast to the past tense Indicate possession by using the possessive apostrophe with plural nouns	Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial

Distinguish between, common, collective, proper, pronoun and abstract nouns.

Proof-read for spelling and punctuation errors

Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

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Year 5 teaching and assessment progression for writing

By the end of Year 5:

Pupils are demonstrating a growing awareness of the reader and consider the language, grammar and text choices they make at the point of writing. They use a range of varied sentences and recognise the impact different structures and length have on the overall effect of their writing. To support this, they are beginning to use the wider range of punctuation taught at KS2. They structure their writing logically, developing ideas and using a wider range of cohesive devices within and across paragraphs. In narratives, they can develop characters, settings, and atmosphere through appropriate language choices. They can integrate dialogue within narrative writing to convey a sense of character. In non-fiction they are beginning to adopt an appropriate level of formality and select appropriate verb choices, whilst avoiding more speech like constructs. Writing is consistently joined and legible. Spelling reflects the curriculum taught so far. Spelling and punctuation errors are edited largely independently with reference to taught rules.

Transcription:

Apprentice	Competent	Expert
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 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus	Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-, 'de-', 'mis-', 'over-' and 're-' Spell some words with 'silent' letters	Continue to distinguish between homophones and other words which are often confused

Handwriting:

Apprentice	Competent	Expert
Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task	

Composition, effect and spoken language:

Apprentice	Competent	Expert
Write for a range of purposes Note and develop initial ideas, drawing on reading and research where necessary Identify audience for, and purpose of, the writing Select the appropriate form and use other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by assessing the effectiveness of their own and others' writing	Articulates and justifies language and structural choices through discussion, adapting ideas in response to feedback Articulate and justify language and structural choices through discussion and feedback Evaluate and refine vocabulary choices to enhance meaning and impact Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use expanded noun phrases to convey complicated information concisely In narratives, describe settings, characters and	Editing sentences by either expanding or reducing for meaning and effect Content is balanced e.g. between action/ description/ dialogue, fact and comment Make purposeful language, grammar and structural choices during drafting to influence the reader Maintain an appropriate level of formality, avoiding conversational or speech-like constructions where inappropriate Refine vocabulary, grammar and structure during drafting to improve effect

	atmosphere Use dialogue effectively to reveal character and support the development of settings, characters and atmosphere Choose the appropriate register for the audience and purpose (formal or informal) Select precise verb forms and vocabulary appropriate to the purpose and level of formality of non-fiction writing Viewpoint is established and generally maintained Use figurative language such as similes, alliteration, metaphors and personification in poetry Prepare writing for publication, considering layout and presentation	
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Text structure and organisation:

Apprentice	Competent	Expert
Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining	Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly)	Use a wide range of devices to build cohesion within paragraphs

Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences	Linking ideas across paragraphs through tense choice (he had seen her before)	
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Sentence structure:

Apprentice	Competent	Expert
Make deliberate choices of sentence length and structure for impact on the reader Use fronted prepositional phrases for greater effect: Throughout the stormy winter Far beneath the frozen soil	Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports	Use a wide range of clause structures, sometimes varying their position within the sentence Deliberately vary sentence structures to shape meaning and effect

Vocabulary, grammar and punctuation:

Apprentice	Competent	Expert
Proof-read for spelling and punctuation errors Use relative clauses beginning with who, which, where, when, whose, that Use commas to clarify meaning or avoid ambiguity in writing Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'	Independently proof-read and correct spelling and punctuation errors using taught rules and patterns Use brackets, dashes or commas to indicate parenthesis Use the perfect form of verbs to mark relationships of time and cause	Select from a range of KS2 punctuation to clarify meaning and enhance effect Use a colon to introduce a list Use semi colons, colons or dashes to mark boundaries between independent clauses Use and understand the grammatical terminology accurately and appropriately when discussing their writing

Ensure correct subject and verb agreement when using singular and plural Begin to use the wider range of punctuation taught at KS2	Use modal verbs or adverbs to indicate degrees of possibility Ensure the consistent and correct use of tense throughout a piece of writing Use the wider range of punctuation taught at KS2	and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
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Year 6 teaching and assessment progression for writing

By the end of Year 6:

Pupils demonstrate an awareness of the reader and begin to make language, grammar, and text choices at the point of writing. Writing is securely organised within and across coherent paragraphs with sentence length and structure varied for effect. Pupils use the full range of punctuation taught at KS2 to support the structure and clarity of meaning in sentences. Pupils show awareness of standard forms and can write in different tenses as required. In non-fiction they adopt an appropriate level of formality and select vocabulary and grammar to reflect what the writing requires. They can integrate dialogue within narrative writing to convey character and advance the action. Writing is consistently joined and legible. Spelling reflects the curriculum taught so far. They draw on a range of effective strategies for spelling, using a wider range of rules and patterns. When evaluating and editing their writing, they can discuss their choices, add detail and delete for clarification.

Transcription:

Apprentice	Competent	Expert
Spell correctly most words from the Year 3/4 spelling list and some words from the Year 5/6 spelling list	Use further prefixes and suffixes and understand the guidance for adding them	Continue to distinguish between homophones and other words which are often confused
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	Spell some words with 'silent' letters	
Use dictionaries to check the spelling and meaning of words	Spell correctly most words from the Year 5/6 spelling list and use a dictionary to check uncommon or ambitious vocabulary	
Use a thesaurus		

Recognise how words are related by meaning as synonyms and antonyms		
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Handwriting:

Apprentice	Competent	Expert
Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task	

Composition, effect and spoken language:

Apprentice	Competent	Expert
Note and develop initial ideas, drawing on reading and research where necessary Identify the audience for and purpose of the writing Select the appropriate form and use other similar writing as models for their own In narratives, describe settings and characters Evaluate and edit by assessing the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and	Uses spoken language to develop, evaluate and refine writing, explaining the effect of choices on the reader Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing In narratives, describes setting, character and atmosphere Integrate dialogue to convey character and advance the action	Use spoken language to evaluate and refine writing, explaining the intended effect on the reader Select and manipulate vocabulary precisely to suit audience, purpose and effect Draw independently on reading as models for language, structure and style Manage shifts in levels of formality, sometimes within a text Select synonyms accurately for effect rather than as an

punctuation to enhance effects and clarify meaning Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision	Use figurative language such as similes, alliteration, metaphors and personification in a range of writing Selects verb forms for meaning and effect e.g. deliberate change of tense Publish and present writing effectively for specific audiences and purposes	alternative for an original word Independently revise and reshape writing to strengthen impact, coherence and precision
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Text structure and organisation:

Apprentice	Competent	Expert
Use paragraphs to organise ideas Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables	Use a range of devices to build cohesion within and across paragraphs	Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis

Sentence structure:

Apprentice	Competent	Expert
Use a wide range of clause structures, sometimes varying their position within the sentence. Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse /	Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he?	Manipulate sentence structures confidently to achieve specific effects for the reader Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as

he window in the greenhouse was broken		If I were or Were they to come
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Vocabulary, grammar and punctuation:

Apprentice	Competent	Expert
Proof-read for spelling and punctuation errors Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly Ensure the consistent and correct use of tense throughout a piece of writing Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Use relative pronouns Use correct subject and verb agreement when using singular and plural Use modal verbs or adverbs to indicate degrees of possibility.	Use brackets, dashes or commas to indicate parenthesis Use a colon to introduce a list Punctuate bullet points consistently. Use hyphens to avoid ambiguity Use the perfect form of verbs to mark relationships of time and cause	Use a semi colon within lists Use semi colons, colons or dashes to mark boundaries between independent clauses Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points.