



Cam Hopton C of E Primary School Writing Coverage

Upper Key Stage 2



	<i>Year 5</i>	<i>Year 6</i>
<i>Handwriting</i>	I can write quickly and neatly, forming my letters in an approved way, joining as appropriate and deciding which letters are best unjoined when they are adjacent within a word. I can decide which writing implement works best for a particular task.	I can write quickly and neatly, forming my letters in an approved way, joining as appropriate and deciding which letters are best unjoined when they are adjacent within a word. I can decide which writing implement works best for a particular task.
<i>Composition</i>	I can plan my writing by thinking about who it is for, why it is being written and what form it should take, and I can use a similar text as a model to help me write my own. I can use narratives I have read, listened to or seen and consider how writers build characters and settings to help me plan my own story. I can plan my writing by jotting down my own ideas and making notes from other reading and research. I can link sentences inside my paragraphs and make links between paragraphs using conjunctions, adverbials, prepositions and repeated words and phrases. I can use description to help a reader visualise a setting or understand a character and to evoke atmosphere, and I can use dialogue between characters to reveal character and move the story on. I can plan and choose particular vocabulary and grammar to give my writing the exact meaning I want to convey. I can take a longer passage, identify the key ideas and write a shorter précis of it. I can plan and write a non-fiction text that is organised using features like headings and bullet points to help the reader understand. I can work with a writing buddy to assess how effective my own and my buddy's writing is. I can evaluate and edit my work to make my meaning clearer and more effective. I can edit my writing to make sure I have controlled the verb tenses all the way through to give the effect I wanted. I can proofread my own writing for spelling and punctuation errors and make corrections as necessary. I can proofread my own writing for subject/verb agreement and to make sure it is equally formal or informal right through. I can perform my writing aloud to a group or to the whole class, using intonation and volume to hold their attention and make my meaning clear.	I can plan my writing by thinking about who it is for, why it is being written and what form it should take and I can use a similar text as a model to help me write my own. I can use narratives I have read, listened to or seen and consider how writers build characters and settings to help me plan my own story. I can plan my writing by thinking about who it is for, why it is being written and what form it should take and I can use a similar text as a model to help me write my own. I can link sentences inside my paragraphs and make links between paragraphs using conjunctions, adverbials, prepositions and repeated words and phrases. I can use description to help a reader visualise a setting or understand a character and to evoke atmosphere, and I can use dialogue between characters to reveal character and move the story on. I can plan and choose particular vocabulary and grammar to give my writing the exact meaning I want to convey. I can take a longer passage, identify the key ideas and write a shorter précis of it. I can plan and write a non-fiction text that is organised using features like headings and bullet points to help the reader understand. I can work with a writing buddy to assess how effective my own and my buddy's writing is. I can evaluate and edit my work to make my meaning clearer and more effective. I can edit my writing to make sure I have controlled the verb tenses all the way through to give the effect I wanted. I can proofread my own writing for spelling and punctuation errors and make corrections as necessary. I can proofread my own writing for subject/verb agreement and to make sure it is equally formal or informal all the way through. I can perform my writing aloud to a group or to the whole class, using intonation and volume to hold their attention and make my meaning clear.
<i>Transcription</i>	I can spell words containing alternative digraphs (e.g. kn, ps, gn, mn, wr). I can spell pairs of homophones and other easily confused words (e.g. accept/except, dissent/descent/decent) and I rarely get them muddled. I can use what I know about how words are built from root words and affixes to spell and understand most words and I know that a few words are really tricky and just have to be learned. I can spell words using prefixes and suffixes and I know the rules for adding these. I can check the spelling of a word in a dictionary, using the first three or four letters.	I can spell words containing alternative digraphs, (e.g. kn, ps, gn, mn, wr). I can spell pairs of homophones and other easily confused words (e.g. accept/except, dissent/descent/decent) and I rarely get them muddled. I can use what I know about how words are built from root words and affixes to spell and understand most words and I know that a few words are really tricky and just have to be learned. I can spell words using prefixes and suffixes and I know the rules for adding these. I can check the spelling of a word in a dictionary, using the first three or four letters.
<i>VGP</i>	I can use a thesaurus to enrich my vocabulary and add variety to my writing. I can add detail to a noun, creating expanded noun phrases to add detail and express my meaning exactly. I can expand my vocabulary and express my meaning exactly by converting nouns or adjectives into verbs using suffixes like -ate, -ise and -ify. I can adapt verbs using prefixes like dis-, mis-, de-, over- and re- to expand my vocabulary and express my meaning exactly. I can add extra information to my sentences using relative clauses beginning with who, which, where, when, whose or that, or with an omitted relative pronoun. I can use modal verbs and adverbs to write precisely about degrees of possibility (e.g. might, could, should, must, possibly, probably, certainly). I can use the perfect tense to show when things happened in relation to each other (e.g. She had been planning the party for weeks but when the day arrived she was too ill to go). I can use adverbials of time (e.g. later, after that, at last); place (e.g. nearby, at the top of the stairs); and number (e.g. firstly, secondly), to help my writing make sense to the reader. I can use other devices to build cohesion (e.g. repeating a key word from the last sentence in the previous paragraph in the first sentence of the next). I can use brackets, dashes and commas to drop extra information inside my sentences and I know how to use commas to avoid ambiguity in my sentences.	I can use a thesaurus to enrich my vocabulary and add variety to my writing. I can add detail to a noun, creating expanded noun phrases to add detail and express my meaning exactly. I can expand my vocabulary and express my meaning exactly by converting nouns or adjectives into verbs using suffixes like -ate, -ise and -ify. I can adapt verbs using prefixes like dis-, mis-, de-, over- and re- to expand my vocabulary and express my meaning exactly. I can add extra information to my sentences using relative clauses beginning with who, which, where, when, whose or that, or with an omitted relative pronoun. I can use modal verbs and adverbs to write precisely about degrees of possibility (e.g. might, could, should, must, possibly, probably, certainly). I can use the perfect tense to show when things happened in relation to each other (e.g. She had been planning the party for weeks but when the day arrived she was too ill to go). I can use the passive voice. I can use adverbials of time, place and number to help my writing make sense to the reader. I can use a semi colon, colon and dash to demarcate clauses inside multi-clause sentences, a colon to introduce and list, and semi colons to separate items on that list. I can punctuate bullet points and hyphens to avoid ambiguity in my sentences.