Assessing Writing



Last Updated: September 2023

Assessment Levels

Children can be assessed as Below (B) Working Towards (W) Age Related Expectations (N) Greater Depth (A)

Children may also be assessed at working at a 'Pre-Key Stage Standard'

<u>Progress and writing</u>

It is important to remember that by assessing a child at 'N' in September, this is not saying that they are achieving all of the age related criteria at that point but you are saying that they are achieving some of the criteria now and you are confident that by the end of the year, they will be confidently showing all of the age related criteria.

By assessing a child as 'N' all year, you are saying that that child is making expected progress.

<u>Pre-Key Stage Standards</u>

There are two documents that are to be used when assessing children at a Pre-Key Stage Standard (PKS).



There is some cross over between Pre-Key Stage standards in KS2 and the Expected Standard for year 2 children.

Year 3 children **can not** be assessed as a PK6 **or** a PK5. This is because a PK5 is the same as expectations for a WTS Y2 child and PK6 is the same as expectations for a N Year 2 child which for a year 3 child is 'W.'

Year 4 children **can not** be assessed as a PK6. This is because PK6 is the same as expectations for a N Year 2 child which for a year 4 child is a 'B.'

Final pre-key stage 1 standards Final pre-key stage 2 standards

- Standard 4
- Standard 3
- Standard 2
- Standard 1

- Standard 6 (working at the KS1 expected standard)
- Standard 5 (working towards the KS1 expected standard)
- · Standard 4

Teacher Assessment Grades	Scaled Scores Maths	Scaled Scores Reading	Scaled Scores Writing	Scaled Scores SPaG		Approx Age Equiv.						
					Year 3	Year 4	Year 5	Year 6				
PK6	79	79	79	79			6-7 (Y2)	6-7 (Y2)				
PK5	76	76	76	76		5-6 (Y1)	5-6 (Y1)	5-6 (Y1)				
PK4	73	73	73	73	4-5 (40-60)	4-5 (40-60)	4-5 (40-60)	4-5 (40-60)				
РКЗ	70	70	70	70	3-4 (30-50 to 40-60)	3-4 (30-50 to 40-60)	3-4 (30-50 to 40-60)	3-4 (30-50 to 40-60)				
PK2	67	67	67	67	2-3 (16-26 to 30-50)	2-3 (16-26 to 30-50)	2-3 (16-26 to 30-50)	2-3 (16-26 to 30-50)				
PK1	64	64	64	64	1-2 (8-20 to 16-26)	1-2 (8-20 to 16-26)	1-2 (8-20 to 16-26)	1-2 (8-20 to 16-26)				
Р	62	62	62	62								
P2	61	61	61	61	0-1 (0-11 to 8-20)	0-1 (0-11 to 8-20)	0-1 (0-11 to 8-20)					
P1	59	59	59	59	0-20)							

Working Towards

Apart from year 2 and year 6, where the Teacher Assessment Framework is used, all other year groups only have criteria for Age Related Expectations (N) and Greater Depth (A). A Working Towards (W) child is approximately working 1 year behind their age group, therefore it is also necessary to use the prior year groups Age Related Expectations (N) criteria grid to assess them. As well as this, to assess a child at Working Towards (W) they need to be achieving some of the Age Related Expectations (N) criteria. It is important that by saying a child is Working Towards (W) you are saying that they are Working Towards Age Related Expectations.

<u>Greater Depth</u>

The above is **not** the same for assessing a child at Greater Depth (A). A child at Greater Depth (A) **should not** be ticking off the next year group's grid. You should only use the Greater Depth (A) criteria for the correct year group. In general children who are at Greater Depth are children who:

- read with a writer's eye, noticing the effects a writer creates and asking how he or she did it;
- master handwriting and spelling these skills need to be automatic so that children are not too preoccupied with them to concentrate on composition;
- know what they want to say pupils need reasons to write, and suitable content to write about
 internalise the different stages of the writing process: planning, drafting and editing and proof
 reading their work;
- write with a reader's eye, constantly re-reading work to check that it makes sense and that the message is effectively conveyed;
- know how different sorts of texts are structured, so that, over time, they can create their own structures appropriate to audience and purpose;
- have a feeling for grammar, varying and controlling sentence structure with ease, in order to create different language effects;
- are capable of writing at length while maintaining a sense of audience, purpose and organisation. From early on the children's writing may:
- have a strong awareness of audience;
- pay attention to the craft of writing;
- show an original style or "voice";
- show an ability to imitate or experiment with different styles of writing;
- show an awareness of more sophisticated language and literary features and consciously use them:
- apply reading experiences to writing;
- show a dislike of repetitive, closed or over-scaffolded tasks

Source: https://www.focus-education.co.uk/blog/recognising-potential-for-greater-depth/#:-:text=The%20children%20who%20are%20judged,vary%20from%20cohort%20to%20cohort.

<u>Understanding the expectations</u>

These expectations have been developed across DDAT by the English Co-ordinators across the different schools.

It is your responsibility as a teacher to know the age related expectations for your year group. Children must then have the opportunity to develop these skills and techniques within the teaching sequence for writing. It is also essential that you are aware of the age related expectations of the year group below the group you are teaching and above – you are preparing them for the next stage of writing.

<u>Using the grids</u>

You should not expect to see that a child can use all of the age related criteria in one piece of writing as some pieces of writing lend themselves more to different skills. However you should be expecting to see a child show evidence of age related criteria across a range of pieces and these should show a consistent standard of writing.

The statement below is from the Teacher Assessment Guidance for KS1 and KS2

"Evidence to inform statutory TA should come from the teaching of core subjects and skills specified in the national curriculum. Teachers should not track or record evidence solely to show that pupils have achieved the statements within the frameworks"

At Firs, there is no expectation for you to use the grids for every child, for every piece of writing. However, it is important that these grids are being referenced to ensure you are assessing and tracking pupils progress accurately and developing a system that works for you. In year 6, we use the grids and mark against them after marking a child's hot write. This ensures that we can easily see any gaps that particular children need to work on. In year 2, a small version of the grids is stapled to children's work and highlighted against.

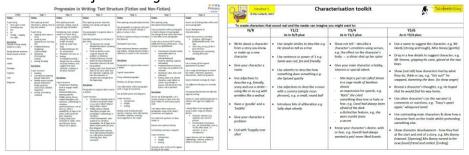
"A pupil's writing should meet all of the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement from being made of a pupil's attainment. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence."

We will use the grids in in-school moderation meetings when we moderate pieces of writing across school to ensure assessment is accurate and to help us identify our next steps.

Teaching Tool vs. Assessment Tool

It is important these grids are only used as an assessment tool. Whilst it is important for you as a teacher to teach the children how to do the outlined skills, to ensure children become good writers, they should not be doing things to 'tick a box.'

To help you know what teach to specific year groups, you should use the 'Progression in Writing' grids and the 'Talk for Writing Toolkits.'



Using the exemplification

We have created the exemplification to show how to assess individual writing. Remember that if we are saying a piece of writing is 'N' for that year group, we are saying it is 'N' for the **end** of the academic year.

The exemplification should be used to support you in assessing your children's writing and also to help us ensure we have consistent standards of writing and assessment across school.

Remember that although the exemplification covers from Year 1 to Year 6, depending on what you are assessing the child as, you may need to look at other year groups. For example if you think that a child in year 4 is working towards, you will need to be looking at the year 3 example writing.

Independent Writing

When we are assessing writing at Firs, we are going to use our whole knowledge of the pupil and their ability and use a wide range of evidence to support our judgement. It is however important that we are aware of the definition behind *independent writing* at the end of KS1 and end of KS2 to ensure that children do not 'dip' in progress of attainment when they reach year 2 and year 6 due to too heavily supported work being used to make assessment judgements.

This guidance has been taken from the Teacher Assessment Guidance for KS1 and KS2

Teachers' judgements must only be based on writing that has been produced independently by the pupil.

Teachers should keep in mind that the national curriculum states writing can also be produced through discussion with the teacher and peers. This is particularly true at KS1, where discussion and oral rehearsal with teachers will feature more. The KS1 TA frameworks state that pupils should demonstrate the 'pupil can' statements after discussion with the teacher.

A piece of writing may provide evidence of a pupil demonstrating some 'pupil can' statements independently, but not others. For example, a pupil may produce an independent piece of writing that meets many of the statements relating to composition and the use of grammar but does not demonstrate independent spelling. This could be because the teacher has provided the pupil with some domain-specific words or corrected their spelling.

Teachers may choose to use success criteria in lessons to help pupils understand what they have learnt and to help them judge whether a pupil has met the objectives for a piece of writing. Using success criteria does not mean that a pupil's writing is not independent, the teacher would simply need to avoid modelling or over-scaffolding the expected outcome. Furthermore, using detailed success criteria as a teaching tool for one aspect of writing could still provide independent evidence of other 'pupil can' statements which have not been mentioned.

Writing is likely to be independent if it:

- emerges from a text, topic, visit or curriculum experience in which pupils have opportunities to discuss and rehearse what is to be written about
- enables pupils to use their own ideas and provides them with an element of choice for example, writing from the perspective of a character they have chosen themselves
- has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer, or group evaluation
- is produced by pupils who have sought out classroom resources, such as a dictionary or thesaurus, without being prompted to do so by the teacher

Writing is not independent if it has been:

- modelled or heavily scaffolded as part of external moderation, LA moderators can discuss where modelled or scaffolded writing is found and may ask for further examples of pupil work to support the standard and judgement
- copied or paraphrased
- edited or re-written because of direct intervention by a teacher or other adult for example, when
 the pupil has been directed to change specific words for greater impact, when incorrect or omitted
 punctuation has been indicated, or when incorrectly spelt words have been identified by an adult
 for the pupil to correct
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text
- supported by detailed success criteria that specifically direct pupils what to include, or where to include it, in their writing such as directing them to include specific vocabulary, grammatical features or punctuation

	EYFS											
Compositio n and effect	ELG Literacy – Use and understand recently introduced vocabulary during discussions about, or retellings of, stories, non-fiction, rhymes and poems.											
Text structure and organisation	ELG EA&D — Invent, adapt and recount narratives with their peers and their teachers.											
Sentence construction	ELG Literacy - Write simple phrases and sentences that can be read by themselves and others.											
Language	ELG C&L - Express their ideas and feelings using full sentences, including past, present and future tenses and making use of conjunctions with support.											
Punctuation	Use a capital letter for the start of their name. Use a capital letter for the pronoun 'I'. Begin to use finger spaces and full stops.											
Spelling	ELG Literacy Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write some irregular common words.											
Handwriting	ELG PD Hold a pencil effectively for fluent writing (tripod grip in almost allu-u0 cases) Begin to show accuracy and care when drawing. ELG Literacy – write recognisable letters, most of which are correctly formed.											

		Pre-Key	Stage 1			
		Standaro	 1 , 1			
Compositio n	say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to thezoo/park/shop/beach').					
Transcripti on	draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand).					
	,	Standard	l 2		'	1
Compositio n	say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today,we ate ice cream / I played in the sand / it was hot').					
Transcripti on	form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading identify or write these 10+ graphemes on hearing corresponding phonemes.					
		Standard	l 3		<u> </u>	1
Composition	make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences write a caption or short phrase using the graphemes that they already know.					
Transcription	form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading identify or write these 20+ graphemes on hearing the corresponding phonemes spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot).					
		Standard	l 4			
Composition	make up their own sentences and say them aloud, after discussion with the teacher write down one of the sentences that they have rehearsed.					
Transcription	form most lower-case letters correctly identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) spell a few common exception words (e.g. I, the, he, said, of).					

			Yea	r 1				
	1	L	Age Relat	ed (N)	1		<u>l</u>	<u> </u>
Composition and effect	Orally compose and write a sentence. Write sentences that can be read by themselves and others.							
Text structure and organisation	Sequence events to form a short narrative.							
Sentence construction	Leave spaces between words. Join clauses using 'and'.							
Language	Know how and use the prefix 'un' can be added to change meaning. Use the suffixes: 's', 'es', 'ed' and 'ing' within writing. Name the letters of the alphabet in the right order.							
Punctuation	Use a capital letter to start a sentence. Use a full stop to end a sentence. Use finger spaces to separate words. Use question marks when required (writing questions).							
Spelling	Spell using the 40+ phonemes and make phonetically plausible attempts at words. Spell the common exception words. Spell the first 100 HFW Spell the days of the week. Spell simple compound words.							
Handwriting	Sit at a table and hold a pencil for writing. Form digits 0-9 Form capital letters Form all lower case letters accurately. Most letters sit on the line correctly.							
			Greater De	pth (A)				
	Writing is controlled and maintains the correct tense and person.							
	Writing is ended effectively rather than just 'stopping'.							
	Ascenders and descenders are clear							
	Evidence of simple joins.							
	Use of question marks and exclamation marks.							
	Use of a range of conjunctions other and 'and' to link ideas.							
	Evidence of more complex story language.							
	Evidence of correct use of graphemes from phoneme family							

Year 2 This criteria has been taken from the Teacher Assessment Framework Working Towards (W) write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing Use spacing between words. Age Related (N) Write simple, coherent narratives about personal Composition and effect experiences and those of others (real or fictional) Text structure Write about real events, recording these simply and and organisation Use co-ordination (e.g. or / and / but) and some Sentence subordination (e.g. when / if / that / because) to join construction Use present and past tense mostly correctly and Language consistently Punctuation Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required Segment spoken words into phonemes and represent Spelling these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others Spell many common exception words Handwriting Form 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

	Greater Depth (A)											
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing												
Make simple additions, revisions and proofreading corrections to their own writing												
Use the punctuation taught at key stage 1 mostly correctly												
Spell most common exception words												
Add suffixes to spell most words correctly in their writing (e.gment, -ness, -ful, -less, - ly)												
Use the diagonal and horizontal strokes needed to join some letters												

			Р	re-Kei	y Stag	e2		Pre-Key Stage 2											
		Standar	tl 1 (This is t	the same as	Pre-Key Sta	ige 1 Standa	rd 1)												
Compositio n	say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to thezoo/park/shop/beach').																		
Transcripti on	draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand).																		
		Standard	l 2 (This is t	the same as	Pre-Key Sta	ae 1 Standa	rd, 2)												
b	say a clause to complete a sentence that is said aloud (e.g.	300000000	1 (1100 00 0		l la Reg Gua		<u>- ,</u>												
Compositio n	'When we went to the beach today,we ate ice cream / I \bar{p} layed in the sand / it was hot').																		
Transcripti on	form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading identify or write these 10+ graphemes on hearing corresponding phonemes.																		
		Standard	l 3 (This is t	the same as	Pre-Key Sta	ge 1 Standa	rd 3)		•										
Composition	make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences write a caption or short phrase using the graphemes that they already know.				3		,												
Transcription	form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading identify or write these 20+ graphemes on hearing the corresponding phonemes spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot).																		
		Standard	4 (This is t	the same as	Pre-Key Sta	ge 1 Standa	rd 4)												
Composition	make up their own sentences and say them aloud, after discussion with the teacher write down one of the sentences that they have rehearsed.																		
Transcription	form most lower-case letters correctly identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) spell a few common exception words (e.g. I, the, he, said, of).																		

		Standard	5 (This is t	he same as	Year 2 Work	eing Toward	ls (W))		
	write sentences that are sequenced to form a short narrative (real or fictional)		-						
	demarcate some sentences with capital letters and full stops								
	segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others								
	spell some common exception words								
	form lower-case letters in the correct direction, starting and finishing in the right place								
	form lower-case letters of the correct size relative to one another in some of their writing								
	Use spacing between words.								
		Stando	ard 6 (This	is the same	as Year 2 A	ge Related (N))	<u>I</u>	
Composition and effect	Write simple, coherent narratives about personal experiences and those of others (real or fictional)		,		,				
Text structure and organisation	Write about real events, recording these simply and clearly								
Sentence construction	Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses								
Language	Use present and past tense mostly correctly and consistently								
Punctuation	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required								
Spelling	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others Spell many common exception words								
Handwriting	Form 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								

				Yea	r 3								
				Age Relat	ed (N)	•							
Composition and effect	and effect audiences. Begin to write settings, characters and plot.												
Text structure and organisation	Use simple organisational devices in non-narrative- headings and subheadings. Begin to use paragraphs around a theme.												
Sentence construction	Begin to use conjunctions (if, because, when) to construct sentences. Use a range of devices to express time and cause.												
Language	Use past and present tense mostly correctly. Use a varied and rich vocabulary including alliteration, similes and metaphors, expanded noun phrases for detail and description.												
Punctuation	Begin to correctly demarcate sentences FS, ?, ! as appropriate. Begin to use inverted commas to demarcate speech. Begin to use commas in lists. Begin to use apostrophes for contraction. Begin to use possessive apostrophe for single and plural nouns. Begin to edit punctuation errors.												
Spelling	Spells some words correctly (year 3 and 4) spelling further homophones. Edits spelling errors.												
Handwriting	Can write mainly in joined handwriting.												
	Greater Depth for Years 3, 4 and	5 has the same criteria.	. However this should r A variety of writi	Greater De not look the same as the ng, including cross cur		howing all of the criterion	ı for a child working at	age related expectation	S.				
	Deliberate choice of language, grammatical structures, presentational devices and punctuation.												
	Independent control of a range of text types and genres.												
	Pupil drawing independently on their reading as models for writing.												
	Self-editing and improvement.												

				Yea	~ 4					
				Age Relat	ed (N)					
Composition and effect	Characters are conveyed through action, dialogue and emotion. Write effectively for a range of purposes and audiences									
Text structure and organisation	Non-narrative writing has a clear purpose, and relevant information e.g. structure and subheadings Narratives include a clear structure, setting and plot. Paragraphs are used to organise information around a theme.									
Sentence construction	Composes sentences using a range of sentence structures Starting to use a range of devices to build cohesion e.g. fronted adverbials of time, place and manner, pronouns to avoid repetition. Uses a wider range of subordinating conjunctions e.g. as although, since while									
Language	Accurate and consistent use of tense used. Select vocabulary for effect including technical vocabulary. For detail and description, expand noun phrases before and after the noun with prepositional or adverbial phrases.									
Punctuation	Sentences demarcated correctly including g FS, ?! as appropriate Commas mostly used for fronted advertials Inverted commas and punctuation within them correctly used. Commas in list. Comsistently use apostrophes for contraction. Consistently use possessive apostrophe for single and plural nouns. Edits, drafts to ensure meaning and impact is clear									
Spelling	Spells most words correctly (Year 3 and 4)									
Handwriting	Consistently maintains legibility in joined handwriting.									
	Greater Depth for Years 3, 4 and	5 has the same criteria.	. However this should r A variety of writi	Greater De not look the same as the ing, including cross cur	children will also be s	howing all of the criteric ridence of:	ı for a child working at	age related expectation	S.	
	Deliberate choice of language, grammatical structures, presentational devices and punctuation.									
	Independent control of a range of text types and genres.									
	Pupil drawing independently on their reading as models for writing.									
	Self-editing and improvement.									

				Yea	~ 5								
	-		•	Age Relat	ed (N)	•		•					
Composition and effect	Use dialogue to reveal character and atmosphere. Writes effectively for a range of purposes using appropriate features e.g. first person diary, direct address in instructions and persuasive writing.												
Text structure and organisation	Starting to link paragraphs with a range of cohesive devices. Use a range of presentational devices including use of title, subheading and bullet points.												
Sentence construction	Start sentences using a variety of openers e.g. time conjunctions, verhs, adjectives, subordinate conjunctions, expanded noun phrases. Begin to use passive verb forms. Uses modal verbs.												
Language	Creates effects in writing using figurative language. Select vocabulary to match the purpose and audience (formal and informal). Start to use a variety of tenses where appropriate.												
Punctuation	Uses (mostly correctly): Commas, within clauses, to clarify meaning Dashes Brackets Uses hyphens. Uses colons to introduce lists.												
Spelling	Spells all Y3 and 4 words correctly. Spells some Y5 and 6 words correctly. Spell some homophones from Y5/6 spelling appendix. Use the hyphen to join a prefix to a root e.g. re-enter.												
Handwriting	Legible writing consistently applied through a piece of writing.												
	Greater Depth for Years 3, 4 and 5	has the same criteria.	. However this should n A variety of writi	Greater De not look the same as the ng, including cross cun		howing all of the criterion	ı for a child working at	age related expectation	.S.				
	Deliberate choice of language, grammatical structures, presentational devices and punctuation.												
	Independent control of a range of text types and genres.												
	Pupil drawing independently on their reading as models for writing.												
	Self -editing and improvement.												

Year 6 This criteria has been taken from the Teacher Assessment Framework Working Towards (W) write for a range of purposes use paragraphs to organise ideas in narratives, describe settings and characters in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list write legibly. Age Related (N) Composition write effectively for a range of purposes and audiences, and effect selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) In narratives, describe settings, characters and atmosphere integrate dialogue in narratives to convey character Text structure and advance the action and organisation use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs select vocabulary and grammatical structures that Sentence. construction reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) use verb tenses consistently and correctly throughout Language their writing use the range of punctuation taught at key stage 2 Punctuation mostly correctly' (e.g. inverted commas and other punctuation to indicate direct speech) spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary maintain legibility in joined handwriting when writing Handwriting

	Greater Depth (A)										
write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)											
distinguish between the language of speech and writing ³ and choose the appropriate register											
exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this											
use the range of punctuation taught at key stage 2 correctly (e.g. semi-coloms, dashes, coloms, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^											