



Mapplewells Primary & Nursery School



Feedback Policy

Reviewed and Updated September 2023

“Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils’ responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.” - DfE, 2016

Aims

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. Meta-analysis by the Education Endowment Foundation shows that effective feedback should:

- Redirect or refocus either the teacher’s or the learner’s actions to achieve a goal.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Be given sparingly so that it is meaningful.
- Put the onus on the students to correct their own mistakes, rather than providing correct answers for them.
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons in their reflect and review.

Purpose of feedback

The purpose of feedback is:

- To further children’s learning.
- To empower children to take responsibility for improving their own work.
- To provide the teacher with information on the progress being made by pupils and thus information to enable more effective subsequent planning and intervention groups.
- To provide the pupil with information on the progress they are making and to indicate how further improvement might be achieved.
- To enable the pupil to develop the skills of self, peer and group assessment.
- As an ‘Assessment for Learning’ tool for collaborative learning to accelerate progress and raise standards. Techniques include self, peer, group marking and/or personal targets.

Teacher feedback

The EEF Feedback Guidance Report (2021) highlights this specific form of feedback may be defined as: ‘information given by a teacher to pupil(s) about their performance that aims to improve learning.’ When giving this information, teachers have a range of decisions to make, and can provide feedback in a variety of different ways.

- Feedback can focus on different content;
- be delivered in different methods;
- be directed to different people;
- be delivered at different times.

The **content** of feedback may focus on:

- the particular task that a pupil has undertaken
- the underlying processes related to a specific subject; or
- a pupil’s self-regulation.

Feedback may be directed towards different **people** such as;

- to the whole class
- to specific groups; or
- just to individuals

Feedback may be delivered via different **methods**;

- verbally – this could be a detailed conversation or quick verbal comment.

- Written – this may be written comments, marks, scores or a combination.

Feedback may be delivered at different **times**; be that:

- During a lesson
- Immediately after a lesson; or
- Sometimes after a lesson.

Guidance for teachers

The EEF (2021) state that effective feedback should focus on moving learning forward, targeting the task, subject, and self-regulation strategies. It can happen during, immediately after or sometimes after learning and can be both written and verbal.

At Mapplewells, feedback is timely and responds to the needs of the learner(s) so that they can actively engage in the feedback.

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

- Immediate feedback – at the point of teaching
- Summary feedback – at the end of a lesson/task
- Review feedback – away from the point of teaching (including written comments)


Expectations for learning

All learning in books has a learning challenge slip presented in the appropriate way for the key stage. All slips span the width of the page. The challenge sheets include the underlined date (for Maths a short date is sufficient but all other subjects a long date is evident) and objective. The learning objective is succinct and child friendly linking to the knowledge that is being taught in that lesson. The children will have access to a variety of strategies to achieve the learning objective and will be expected to articulate their learning and new knowledge. *(The emphasis is on the learning process that the pupils are going through).*

- Lessons are to have one focused objective for all pupils, following a mastery approach.
- Differentiation is used through scaffolding and support.
- Greater depth is evident when a child can apply their learning in different contexts and articulate their reasoning.

Learning challenge slips also include a blue box in the top right corner for teacher feedback on whether the child has met the objective. These slips are independently stuck into the children's books neatly at the top of a new page for each new session.

EYFS

Monday 20 th September 2022	
<u>I know a national significant person from the past.</u>	



Key Stage 1

Monday 20th September 2022

I know a national significant person from the past.

Review and Reflect

A _____ is a section of time within history.


Key Stage 2

Wednesday 5th October 2023

() I know how to review a text.

Review and Reflect

Which texts do you prefer fiction or non-fiction? Why?



Self-assessment

Self-assessment is a crucial skill for children to master. Within lessons, children are given opportunities to assess their learning through AfL. On completion of every piece of work, children self-assess their learning against the objective.

Children throughout KS1 and KS2 all do a traffic light symbol next to the learning challenge in the blue box. Teachers can also use this assessment to tick or dot if the children have achieved the learning challenge. Green shows full understanding and confidence, orange shows that children are on the way to achieving the objective and red shows that the child needs more help and specific teaching: they have not met the objective. This is modelled to the children so they understand how to fill this in accurately and reflectively.

Each subject is identified by the children at the end of each session as part of the self-assessment process.

Key Stage 1

In Key Stage 1, children circle the correct symbol:




Key Stage 2


In Key Stage 2, the correct abbreviation is added to the objective:

Wednesday 5th October 2023














(M) I know how to review a text.

Review and Reflect

Which texts do you prefer fiction or non-fiction? Why?



Curriculum symbols and codes:

English	E	
Maths	M	
Phonics	P	ABC
Science	S	
MFL	MFL	
RE	RE	
Art and Design	A	
Computing	C	
Geography	G	
Music	Mu	
History	H	
Design Technology	DT	
LFL	LFL	
PE	PE	

Support

Children are encouraged to be independent in their learning. Independence can include using scaffolds, working walls, or speaking to peers if these strategies are chosen by the child as opposed to being instructed by an adult.

Where teacher intervention is necessary (if a child is struggling to achieve the objective) a **WS** will be placed at the left-hand side in the margin to indicate. This indicates that teaching staff take identified children to work specifically on an objective or misconception. This is identified through Afl. Children are then encouraged to move on to independent learning following the guided support.

Review and Reflect

Where necessary, Review and Reflect tasks are captured at the beginning of each session to reactivate previous learning. These can be tasks for the children to complete in their books or are whole class discussions or a whiteboard activity. When they are presented in books, they are framed in blue and include the Review and Reflect symbol in the top right corner.

Feedback Expectations

All feedback is developmental and moves learning forwards.
Language is accessible to the child/children concerned.
Language is positively phrased.

Verbal feedback is used throughout all lessons.

Written comments are found at the end of a piece of learning, where appropriate.

Written feedback is clear, well-presented and aspirational.

Live marking and immediate feedback is given, with the learners responding to, looking for, and correcting their misconceptions – this is modelled for the children and some children will need further scaffolding with this in Key Stage 1.

Self or peer marking is utilised – children tick, dot and make corrections/edits with their usual writing implement (pen or pencil)

Self and peer marking is checked by teaching staff for accuracy.

For all sustained writing, TAF grids are given as feedback (see appendix 1). These have age and genre appropriate EGPS expectations:

KS1

Wednesday 29th June 2022
I know how to write a recount
Gold Task

Whitepost Farm

First, we went on a big and bumpy bus which took us to Whitepost farm. Then, we met the farmer and we saw some fluffy and dirty cows. Next, we had some of our lunch inside a big room. Later, we looked at lots more animals including turtles and some tortoises. Finally, we told our mummies and daddies about our trip to Whitepost Farm. My best memory is seeing the turtles because they are very green.

Writing Checklist – Year 1

Working at the expected standard	My teacher
Uses capital letters for days of the week, people, places and personal pronoun 'I'	
Beginning to use capital letter, full stops, question marks and exclamation marks	/
Combines words to make sentences	/
Leaves spaces between words	/
Joins words and clauses using 'and' (e.g. He had a black and white cat. e.g. They went to the park and they had a picnic)	/
Writes for a range of audience and purpose, selecting the appropriate form (e.g. lists, labels, captions)	/
Writes sentences to form a short piece of writing (e.g. narrative, recount, instructions, report) (Only the narrative is statutory)	/
Begins to make phonic attempts at words using the first 40 phonemes	/
Applies Year 1 school spelling rules across independent writing (See National Curriculum Year group spelling lists)	/
Spells some common exception words (from the non-statutory Year 1 list in the national curriculum) ('Some' is about 15 words)	/
Begins to form lower and upper case letters correctly, in the right direction, starting and finishing in the right place	/
Forms digits 0-9	
Working at great depth within the expected standard	My teacher
Across a range of genres and subjects. Evidence in topic, science and other areas of the curriculum.	/
Shows an awareness of the reader (type of text, audience and purpose of their writing). Independent choice.	/
Independently and effectively edits and improves their own work.	
Shows a natural 'flair' for writing. (Writing flows, readability, engaging).	/

KS2

Troy Story

Subject like we did, though, but I am of course talking about the main incident Paris' Abduction was the main cause for this war. He told me that I should say that about his. Paris' good looks were admired by many and no one, not even his father, could ever match his appearance. Paris was the goddess who stole Helen heart and wanted her to go to Troy despite the anger inside of King Menelaus.

On the other hand, there was a man who proved to play a key part in the myth, Odysseus. A rough warlocking genius. He had long shaggy, a sleek and a wisened crown. This man was highly intelligent, he was easily intimidated. Not to mention his love for his present wife and child.

Once the Greeks knew about the capture of their beloved Helen, King Menelaus was furious and immediately sailed his army to Troy. Their journey was a death trap, roughly waves colliding with enormous rocks, but right and centre, many Greeks were fatally injured although King Menelaus, Odysseus and various other Greek heroes survived.

The battle that would commence 11 years after the Greek arrival - was death-obliging, chaotic and merciless. After Odysseus' plan to get Helen back worked by constructing a great wooden horse, the Greeks ransacked the city. Swords were swinging savagely slaughtering every Trojan in sight. Unsurprisingly Helen was amongst all the spoils.

King Menelaus greeting her from the Trojan upramparts.

Before the brutal battle by the Greeks, the peaceful city of Troy was a great place to live. Frequently, people can be seen enjoying various sights around the city (well-organised sculptures, marvellous markets and renowned depots). Amazingly, the patterns in the temples were as beautiful as a tropical sunset. The massive stone walls, city street tall amongst the rest. It could be described as heaven on earth.

However, after the terrible events that occurred later on, Troy was no longer a glorious rose. The citizens watched in terror as their city was destroyed; the Greeks had no mercy for the beauty of the town. The flames glistered in the dark night sky, scattering as everything got away.



Writing Checklist - Year 5

Thursday 7 th July 2022		
(W) I know how to write a Greek Myth		
Working at the expected standard	Me	My Teacher
Uses commas to clarify meaning to avoid ambiguity in writing. (e.g. commas to mark clauses - e.g. after adverbials)	✓	✓
Uses brackets, dashes or commas to indicate parenthesis.	✓	✓
Uses a range of sentence lengths and types (e.g. developing compound and complex clauses)	✓	✓
Uses relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun	✓	✓
Describes settings, characters and atmosphere (e.g. developed fronted adverbials - e.g. 'beyond the dark gloom of the cave') (e.g. show not tell) (e.g. figurative or expressive language, metaphors, similes.)	✓	✓
Uses figurative or expressive language (e.g. metaphors, similes, personification)	✓	-
Selects appropriate grammar and vocabulary to reflect the appropriate mood and style (e.g. word choices, adjectives, degrees of possibility adverbs (perhaps, surely), modal verbs)	✓	✓
Uses appropriate pronouns to avoid repetition.	✓	✓
Uses dialogue to convey character and action (e.g. punctuation within inverted commas, new speaker new line)	✓	✓
Uses consistent and correct verb tenses - maintained throughout a piece of writing.	✓	✓
Uses a wide range of devices to build cohesion within paragraphs and link ideas across paragraphs (e.g. adverbials for time, place and manner, conjunctions, prepositional phrases)	✓	✓
Writes for a range of audience and purpose, selecting the appropriate form (e.g. layout, text features, formality)	✓	✓
Converts nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)	✓	✓
Uses apostrophes to show possession and apostrophes to show omission	✓	✓
Applies Year 5 school spelling rules across independent writing (See National Curriculum Year group spelling lists)	✓	✓
Spells some words from the Year 5 list (about 50 words)	✓	✓
Writes in a joined legible style with increased speed and consistency, beginning to show an awareness of when to leave letters unjoined (e.g. capital letters, contractions)	✓	✓
Working at great depth within the expected standard	Me	My Teacher
Across a range of genres and subjects. Evidence in topic, science and other areas of the curriculum.	✓	✓
Shows an awareness of the reader (type of text, audience and purpose of their writing). Independent choice.	✓	✓
Independently and effectively edits and improves their own work.	✓	✓
Shows a natural 'flair' for writing. (Writing flows, readability, engaging).	✓	✓

Review Feedback Expectations

Non-detailed mark

Where the objective has been met, teachers will tick in pink in the box located at the top right of the learning challenge slip. If an objective has not been met, a pink dot will be placed in this box. Any learning that has not met the objective will be followed up and addressed. This can take various forms: developmental comment, supported group with teacher/TA (WS), intervention or misconception in the Review and Reflect.

<p>Wednesday 5th October 2023</p> <p>() I know how to review a text.</p>	
<p>Review and Reflect</p> <p>Which texts do you prefer fiction or non-fiction? Why?</p>	


Marking Expectations:

Writing	Reading	Maths	Phonics	Science	Curriculum Enquiry
<p>2 x Non-detailed mark 3 x Detailed mark.</p> <p>This is seen through a combination of:</p> <ul style="list-style-type: none"> - Extending sentences through how/why comments - Underlining vocabulary/sentences to improve - Correcting spellings. 	<p>2 x Non-detailed mark 3 x Detailed mark.</p> <p>This is seen through how/why questions to extend children's answers to certain questions.</p>	<p>5 x Non-detailed mark.</p> <p>Questions are individually ticked including the second slip.</p> <p>1st slip is marked in the moment to check understanding.</p> <p>2nd slip is marked in the moment or may be discussed as a class or marked after the lessons using how/why/explain to extend answers where necessary.</p>	<p>Live marking through the lesson includes: Teacher ticks for the Say the sounds</p> <p>Teacher ticks for multi-skills reading of codes/words.</p>	<p>Non-detailed mark</p> <p>Detailed marking includes addressing any misconception and questions to deepen thinking relating to the learning objective.</p>	<p>Non-detailed mark</p> <p>10-12 x Detailed mark on average across the half-term.</p> <p>Detailed marking includes addressing any misconception and questions to deepen thinking relating to the learning objective.</p>

Marking codes

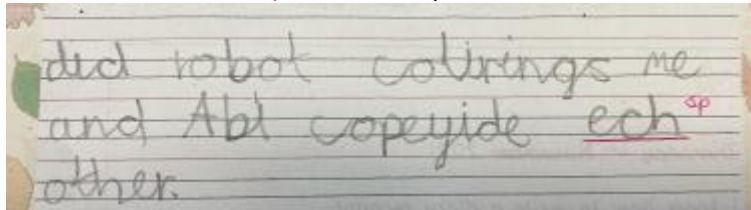
Editing symbols are used to prompt children in identifying their errors in their written work. This is marked for using pink pen.

A	Capital letters
a	Lower case letters
FS	Finger space
Sp	Spelling
G	Grammar

P	Punctuation
//	Paragraph
	Presentation including handwriting

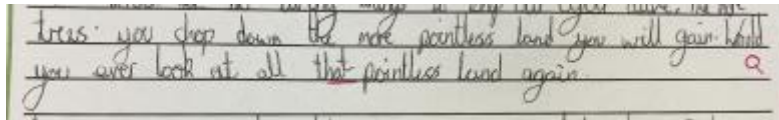
Key Stage 1

In Key Stage 1, EGPS errors are underlined in pink with the symbol next to the error:

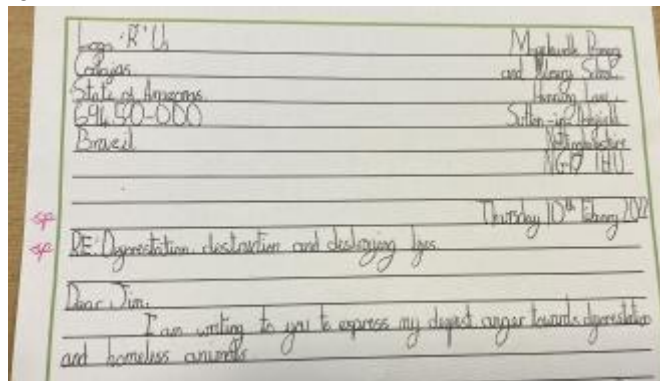


Key Stage 2

In Lower Key Stage 2 (Year 3 and 4), EGPS errors are underlined in pink and the symbol is referenced in the margin:



In Upper Key Stage 2 (Year 5 and 6), EGPS errors are identified with only a symbol in the margin. Children are expected to seek their error:



Developmental comments are used to address misconceptions and move the learning forwards – they link to the task, the subject or self-regulation strategies and are individual to the pupils needs. They are not personal e.g. you can do more than this. If presentation is addressed in marking then teachers also model how to present their work neatly. For example through handwriting practise or one-digit per square. Due to our high expectations, if presentation continues to be an issue, children will be asked to complete learning again.

Misconception / Extension comments can be

- a question (Use of Blooms Taxonomy can be of support when generating questions)
- a modelled example of something which is incorrect e.g. 'Why is my sum incorrect?'
- a **reminder** prompt (e.g. 'Think of a better word than bad'. 'What else could you say about the prince's clothes?')
- a **scaffolded** prompt (e.g. 'What was the monster doing?', 'What kind of monster was he?', 'The monster was so angry that he...', 'Change bad for a word that makes him sound more scary'.)

- an **example** prompt (e.g. Use one of these words instead of bad- ferocious, terrifying, evil). This type of prompt will begin to widen a child's vocabulary.

Appendix 1



Writing Checklist – Year 1



Working at the expected standard	My teacher
Uses capital letters for days of the week, people, places and personal pronoun 'I'	
Beginning to use capital letter, full stops, question marks and exclamation marks	
Combines words to make sentences	
Leaves spaces between words	
Joins words and clauses using 'and' (e.g. He had a black and white cat. e.g. They went to the park and they had a picnic)	
Writes for a range of audience and purpose, selecting the appropriate form (e.g. lists, labels, captions)	
Writes sentences to form a short piece of writing (e.g. narrative, recount, instructions, report) (Only the narrative is statutory)	
Begins to make phonic attempts at words using the first 40 phonemes	
Applies Year 1 school spelling rules across independent writing (See National Curriculum Year group spelling lists)	
Spells some common exception words (from the non-statutory Year 1 list in the national curriculum) ('Some' is about 15 words)	
Begins to form lower and upper case letters correctly, in the right direction, starting and finishing in the right place	
Forms digits 0-9	

Working at great depth within the expected standard	My teacher
Across a range of genres and subjects. Evidence in topic, science and other areas of the curriculum.	
Shows an awareness of the reader (type of text, audience and purpose of their writing). Independent choice.	
Independently and effectively edits and improves their own work.	
Shows a natural 'flair' for writing. (Writing flows, readability, engaging).	



Writing Checklist – Year 2



Working at the expected standard	My teacher
Write simple, coherent narratives about personal experiences and those of others (real or fictional)	
Write about real events, recording these simply and clearly	
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	
Use present and past tense mostly correctly and consistently	
Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	
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*	
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.	

Working at great depth within the expected standard	My teacher
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 proof-reading 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.g. –ment, –ness, –ful, –less, –ly)*	
Use the diagonal and horizontal strokes needed to join some letters.	



Writing Checklist – Year 3



Working at the expected standard	Me	My teacher
Uses the full range of punctuation taught at Key Stage 1 correctly throughout (capital letters, full stops, question marks, exclamation marks, commas in lists)		
Varies sentences by using adverbs of time, place and cause (e.g. then, next, soon, therefore, hurriedly)		
Varies sentences by using subordinating and coordinating conjunctions (before, after, while, so)		
Uses prepositions (under, next to, through, behind, beneath)		
Experiments with adjectives and verbs to create impact		
Beginning to use inverted commas to punctuate direct speech		
Groups similar ideas together to demonstrate an order or a structure (beginning to use paragraphs)		
Writes for a range of audience and purpose, selecting the appropriate form (e.g. layout, text features, text types)		
Uses simple organisational devices (e.g. headings, sub-headings)		
Shows a clear beginning, middle and end in narrative writing		
Uses correct form of 'a' and 'an'		
Applies Year 3 school spelling rules across independent writing (See National Curriculum Year group spelling lists)		
Spells some words from the Year 3/4 list (about 50 words)		
Handwriting includes diagonal and horizontal strokes needed to join letters for most of their writing (most handwriting is joined)		

Working at great depth within the expected standard	Me	My teacher
Across a range of genres and subjects. Evidence in topic, science and other areas of the curriculum.		
Shows an awareness of the reader (type of text, audience and purpose of their writing). Independent choice.		
Independently and effectively edits and improves their own work.		
Shows a natural 'flair' for writing. (Writing flows, readability, engaging).		



Writing Checklist – Year 4



Working at the expected standard	Me	My teacher
Correctly punctuates direct speech (a comma after the reporting clause and punctuation within inverted commas)		
Accurately places the possessive apostrophe in words with regular and irregular plurals (e.g. boys, boy's bag, boys' bags) (e.g. children, children's bags)		
Varies sentence openings (e.g. adverbs, adverbial phrases, prepositions, conjunctions)		
Varies sentence structures for interest and impact (create simple, compound and complex sentences using subordinating and coordinating conjunctions)		
Expands noun phrases by modifying adjectives, nouns and preposition phrases (e.g. I had bright red trainers with stripy laces)		
Appropriately chooses pronouns or nouns within and across sentences to aid cohesion and avoid repetition		
Uses commas after fronted adverbials (time, place or manner)		
Organises paragraphs around a theme and follows a logical order where appropriate		
Writes for a range of audience and purpose, selecting the appropriate form (e.g. layout, text features, text types)		
Uses simple organisational devices (e.g. headings, sub-headings, write a simple introduction)		
Creates a coherent narrative (more developed than a simple beginning, middle, end) with generally well developed characters, setting and plots		
Selects vocabulary for effect (e.g. specific nouns, ambitious adjectives and adverbs)		
Uses standard English forms for verb inflections (e.g. we were going, he was going)		
Applies Year 4 school spelling rules across independent writing (See National Curriculum Year group spelling lists)		
Spells most words from the Year 3/4 list (about 150 words)		
Handwriting is joined, legible with clear ascenders and descenders		

Working at great depth within the expected standard	Me	My teacher
Across a range of genres and subjects. Evidence in topic, science and other areas of the curriculum.		
Shows an awareness of the reader (type of text, audience and purpose of their writing). Independent choice.		
Independently and effectively edits and improves their own work.		
Shows a natural 'flair' for writing. (Writing flows, readability, engaging).		



Writing Checklist – Year 5



Working at the expected standard	Me	My Teacher
Uses commas to clarify meaning to avoid ambiguity in writing. (e.g. commas to mark clauses – e.g. after adverbials)		
Uses brackets, dashes or commas to indicate parenthesis.		
Uses a range of sentence lengths and types (e.g. developing compound and complex clauses)		
Uses relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun		
Describes settings, characters and atmosphere (e.g. developed fronted adverbials – e.g. ‘beyond the dark gloom of the cave’) (e.g. show not tell) (e.g. figurative or expressive language, metaphors, similes,)		
Uses figurative or expressive language (e.g. metaphors, similes, personification)		
Selects appropriate grammar and vocabulary to reflect the appropriate mood and style (e.g. word choices, adjectives, degrees of possibility adverbs (perhaps, surely), modal verbs)		
Uses appropriate pronouns to avoid repetition.		
Uses dialogue to convey character and action (e.g. punctuation within inverted commas, new speaker new line)		
Uses consistent and correct verb tenses – maintained throughout a piece of writing.		
Uses a wide range of devices to build cohesion within paragraphs and link ideas across paragraphs (e.g. adverbials for time, place and manner, conjunctions, prepositional phrases)		
Writes for a range of audience and purpose, selecting the appropriate form (e.g. layout, text features, formality)		
Converts nouns or adjectives into verbs using suffixes (e.g. –ate, -ise, -ify)		
Uses apostrophes to show possession and apostrophes to show omission		
Applies Year 5 school spelling rules across independent writing (See National Curriculum Year group spelling lists)		
Spells some words from the Year5/6 list (about 50 words)		
Writes in a joined legible style with increased speed and consistency, beginning to show an awareness of when to leave letters unjoined (e.g. capital letters, contractions)		
Working at great depth within the expected standard	Me	My Teacher
Across a range of genres and subjects. Evidence in topic, science and other areas of the curriculum.		
Shows an awareness of the reader (type of text, audience and purpose of their writing). Independent choice.		
Independently and effectively edits and improves their own work.		
Shows a natural ‘flair’ for writing. (Writing flows, readability, engaging).		



Writing Checklist – Year 6



Working at the expected standard	Me	My teacher
Write effectively for a range of purposes and audiences, 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 and advance the action		
Select vocabulary and grammatical structures that 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 a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs		
Use verb tenses consistently and correctly throughout their writing		
Use the range of punctuation taught at key stage 2 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 at speed		
Working at great depth within the expected standard	Me	My teacher
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 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-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^		