

# Achievement Statements

**Writing**  
2018 Update

**Precision Pedagogy**

Teaching the right thing, in the right way to the right learners



**Compass**

Tracking and planning  
success for learners

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## Achievement Statements and the philosophy that underpins them in overview

EdisonLearning's Achievement Statements are designed make it easier for teachers to plan and assess for success whilst enabling judgements on whether learners are working at a beginning, expected or deeper depth of understanding against age related expectations. Achievement Statements are one part of EdisonLearning's *Precision Pedagogy* an integrated approach to 'Teaching the right thing, in the right way to the right learners'.

The Achievement Statements or 'I can' statements have been systematically mapped to the National Curriculum for Reading, Writing and Maths for Key Stages 1 and 2. They have also been cross referenced against the Teacher Assessment Frameworks and the Pre Key Stage Standards.

The Achievement Statements have been broken down into expectations within each year group including key outcomes for learners approaching the end of Early Years Foundation Stage (EYFS).

Achievement Statements have been grouped in three important ways:

- As *Foundational* or *Conceptual* learning outcomes – the former relating to those things learners need to know accurately and fluently, the latter being concerned with comprehension and application. This distinction gives strong pointers for lesson planning, more information on this is given later.
- Curriculum subareas- Achievement Statements have been grouped in each year group within curriculum subareas

(defined in the National Curriculum) to help teachers to plan, assess and track progress.

- Power Statements- within each age related list of Achievement Statements some have been designated as Power Statements. These have been selected on the basis of either being vital building blocks for the development of many later skills or that they are more likely to be represented in formal tests.

The difference in assessment between *Foundational* and *Conceptual* Achievement Statements is stamped on the three levels of competence attached to the statements. For *Foundational* statements- "Accurate recall" first (beginning), then "Quick recall" (expected) before "Applied recall" (deeper) whilst for *Conceptual* statements the parallel criteria for demonstrating success are "With support" (beginning), then "By myself" (expected) and aspiring to "Supporting someone else" (deeper).

## Foundational Learning

*Foundational Learning* is geared to ensuring essential knowledge and skills are learned to automaticity (accuracy of recall) and fluency (speed of recall) – obvious examples being phonics and multiplication tables. It is essential that learners develop accurate recall first. Following this, the learner must then rehearse that accurate recall often enough to ensure that the speed of recall is fast enough to enable the application of the knowledge to be integrated into tasks involving multiple steps or more complex concepts.

Many people might regard this as a lower level of learning but there is abundant evidence that lack of automaticity with fluency in



*Foundational* knowledge and skills has wide ranging consequences. Children who fail to achieve these in primary school face a widening gap in performance thereafter. Automaticity with fluency gives access to *Conceptual* and *Collaborative Learning*. Research is crystal clear on the ways this type of knowledge and skills are best learned, in summary:

- It is focused on essential content
- Learners move stepwise/ hierarchically through learning objectives with progression related to competence
- Learning involves numerous learning rehearsals which are as near to errorless as possible
- Learning is best organised in short and frequent sessions (the 'Spacing Effect')
- Accuracy and not just fluency is always necessary
- Prior learning and new learning are interleaved.

## Conceptual Learning

It is widely accepted that the way we develop our understanding of the world is by building networks of connections between units of information, usually referred to as schema. The task of teachers in *Conceptual Learning* is to enable learners to develop schema in relation to the curriculum and enable these to become steadily more sophisticated. Active learning is central to enable filtering and linking what they are encountering against prior knowledge, establishing gaps and generating new connections.

Research on this mode of learning stresses the importance of:

- Scaffolding & Metacognition:
  - Overtly showing and articulating thought processes when modelling skills and introducing subject content
  - Connections made to past learning concepts
  - Higher order questioning- explain, justify, what if...
- A mixture of individual, pair and group work that build mental schema
- 'Active' learning:
  - Examining similarities and differences in concepts e.g. Venn Diagrams
  - Activities that map and extrapolate ideas and concepts e.g. graphic organisers, concept maps
  - Novel applications of knowledge e.g. simulations, mysteries
- Cognitive replay:
  - Paraphrasing & summarising
  - Think-pair-share
  - Plan-do-review cycles
  - Self & peer assessment
- Challenge assignments:
  - Writing/ designing/ creation assignments involving deductive and inductive reasoning



## The Benefits of Differentiating between *Foundational* and *Conceptual Learning* outcomes

First of all the distinction helps everyone to be clearer about what success looks like and how it will be assessed in relation to both age related expectations and depth of learning.

Planning for lessons is clarified in terms of learners' starting points and the steps from where they are towards the desired goals, while the choice of objectives also gives pointers to teaching methods e.g. little and often for a *Foundational* one.

Planning for assessment is clarified in terms of the type of task that a learner must complete to be able to demonstrate both modes of learning. The differential in the methodology for assessing the depth of understanding will also act as a guide to support the development of an assessment task within each mode of learning.

Learners, teaching assistants and parents all have a clearer view on the direction of travel, progress and their contributions.

## EdisonLearning's Compass- tracking and planning success for learners



**Compass**  
Tracking and planning  
success for learners

Compass is EdisonLearning's online tracking tool. It is the only online application that incorporates these Achievement Statements (as well as the *Learning and Life Skills 'I can' Statements*). It is designed primarily to support teachers to finely focus their planning, choices of teaching method and assessment criteria, although it will also generate summative data on individuals, cohorts and groups typically found in other trackers.

Subscribers can expect to benefit from a stream of further additions and refinements including pupil grouping tools, ladders (series of small steps toward a skill), short assessment tasks and depth tasks that teachers can speedily incorporate into their planning.

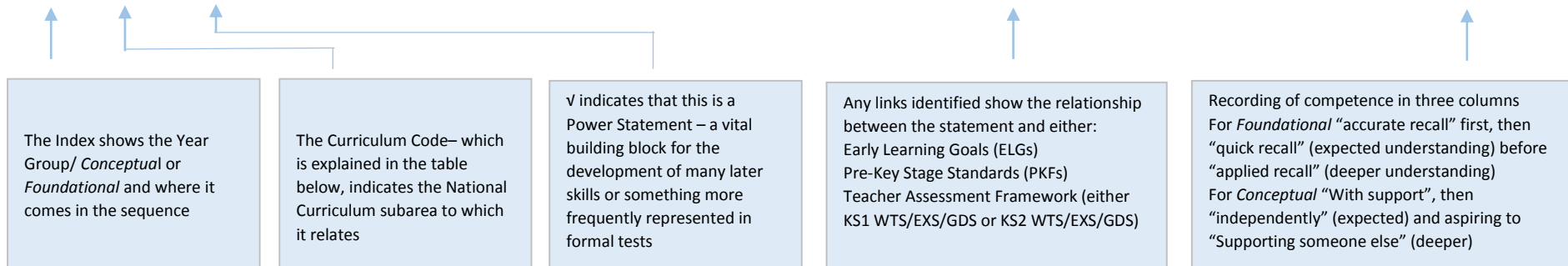


## Finding your way around the Achievement Statements

The Achievement Statements have been organised by National Curriculum year from 1 to 7+.

Within each year group there are separate lists of *Foundational* and *Conceptual* Achievement Statements; within these two lists, Statements have been grouped in curriculum subareas in a typical order of difficulty or teaching.

Year 1						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements Learners Can:	Beginning Accurate recall	Expected Quick recall	Deeper Applied recall
1F1	h	√	I can sit at a table and hold my pencil correctly (links to ELG 4)			
1F2	h	√	I can write some lower case letters the way my teacher has shown me (links to ELG 4)			
1F3	h	√	I write from left to right (links to ELG 10)			



## Curriculum Codes (sub areas)

Code	Sub area	Code	Sub area
h	Handwriting	t	Transcription
vgp	Vocabulary, Grammar and Punctuation	c	Composition

## Transition from Early Years Foundation Stage to Year 1

Links have been made between Early Learning Goals (ELG) and Year 1 statements to aid transition from EYFS to KS1 and to inform planning for pupils who are not yet secure in aspects of the ELG. If a child is not yet ready to access the Year 1 curriculum, he or she should continue to be taught and assessed against the EYFS curriculum until the end of Y1, at which time their progress will be measured using the P scales.

In EYFS, “Literacy development involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials – for example books, poems, and other materials to ignite their interest.”

ELG 04 Moving and Handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

ELG 10 Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

## Cross Referencing Teacher Assessment Frameworks and Pre-Key Stage Standards



Achievement Statements have been cross-referenced against the Pre-Key Stage Standards and the Teacher Assessment Frameworks. Please note that the Pre-Key Stage Standards and Teacher Assessment Frameworks are documents to support teachers in making statutory Teacher Assessments at the end of both key stages. They are not intended as a formative assessment tool.

At the end of Key Stage 1, teachers should use the Pre-Key Stage Standards 1 – 4 (referenced in this document as PKF S1 – PKF S4) for children working below the expectations of the national curriculum, and the Key Stage 1 Teacher Assessment Frameworks (referenced in this document as KS1 WTS, KS1 EXS or KS1 GDS) for those working within the National Curriculum.

At the end of Key Stage 2, teachers should use the Pre-Key Stage Standards 1 – 6 (referenced in this document as PKF S1 – PKF S6) for learners working below the expectations of the key stage. In Key Stage 2, for learners who have accessed the National Curriculum, teachers are required to provide a Teacher Assessment for Writing based on the criteria in the Key Stage 2 Teacher Assessment Framework (referenced in this document as KS2 WTS, KS2 EXS or KS2 GDS).

For the purposes of referencing only, each PKF and KS1 and KS2 TAF bullet point in the statutory documentation has been given a numerical value. For example, the first bullet point in the Pre-Key Stage 'Standard 1' is referenced as PKF S1.1, the first bullet point in the Key Stage 1 Teacher Assessment 'working towards the KS1 expected standard' is referenced as KS1 WTS 1, and the first bullet point in the Key Stage 2 Teacher Assessment Framework 'working towards the expected standard' is referenced as KS2 WTS 1.

It should be noted that Standards 5 and 6 can only be used to report Teacher Assessments at the end of Key Stage 2. However, they are exactly the same standards as the Key Stage 1 Teacher Assessment Framework judgements of 'working towards the KS1 expected standard' (reported to the DfE as WTS) and 'working at the KS1 expected standard' (reported to the DfE as EXS) respectively.

Teachers are advised to use the supporting document "Using Achievement Statements to support statutory reporting of Teacher Assessments at the end of key stages 1 and 2"



Year 1						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements Learners Can:	Beginning Accurate recall	Expected Quick recall	Deeper Applied recall
1F1	h	√	Sit at a table and hold a pencil correctly <i>(ELG 4)</i>			
1F2	h	√	Write some lower case letters the way shown <i>(ELG 4)</i>			
1F3	h	√	Write from left to right <i>(ELG 10)</i>			
1F4	h	√	Show knowledge of which letters are formed in the same way (e.g. a,c,d,g,o,q)			
1F5	h	√	Write capital letters <i>(ELG 4)</i>			
1F6	h	√	Write the digits 0-9			
1F7	h	√	Form 15 or more lower case letters in the way shown <i>(ELG 10)(PKF S4.3)</i>			
1F8	h	√	Write so that most people can read the writing produced <i>(ELG 10)</i>			
1F9	h	√	Write with letters that are the same size and formed correctly <i>(KS1 WTS 5 and WTS 6)(PKF S5.5 and S5.6)</i>			
1F10	h		Usually leave spaces between words <i>(KS1 WTS 7)(PKF S5.7)</i>			
1F11	t	√	Write the letters of the alphabet in response to hearing the sounds <i>(ELG 10)</i>			
1F12	t		Name the letters of the alphabet			
1F13	t		Spell words using the 40+ phonemes <i>(PKF S4.5)</i>			
1F14	t	√	Write the sounds '-ff', '-ll', '-ss', '-zz', '-ck'			



Year 1						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements Learners Can:	Beginning Accurate recall	Expected Quick recall	Deeper Applied recall
1F15	t	√	Write the sounds '-nk', '-tch', '-ve'			
1F16	t		Split words into syllables and make a phonically plausible attempt at spelling them e.g. tr/ip, fin/ish/ing <i>(KS1 WTS 3) (PKF S5.3)</i>			
1F17	t	√	Spell the common exception words for Y1 (the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our) <i>(KS1 WTS 4) (PKF S5.4)</i>			
1F18	t		Spell the days of the week			
1F19	t		Write simple dictated sentences			
1F20	vgp		Use a capital letter to start my sentences, though sometimes with reminders <i>(KS1 WTS 2 with 1F20 and 1F23) (PKF S5.2 with 1F20 and 1F23)</i>			
1F21	vgp		Use a capital letter for names and for 'I', though sometimes with reminders			
1F22	vgp		Use a capital letter for all the days of the week			
1F23	vgp	√	Use a full stop to end my sentences, though sometimes with reminders <i>(KS1 WTS 2 with 1F20 and 1F23) (PKF S5.2 with 1F20 and 1F23)</i>			
1F24	vgp	√	Use all of the key words to explain the grammar in their writing (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark)			



Year 1						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements. Learners Can:	Beginning With support	Expected Independently	Deeper Supporting someone else
1C1	c	√	Say out loud what is going to be written <i>(PKF S4.1)</i>			
1C2	c	√	Say a sentence before writing it <i>(PKF S4.2)</i>			
1C3	c	√	Write two or three sentences about the same topic <i>(KS1 WTS 1)(PKF S5.1)</i>			
1C4	c	√	Read what has been written to check it makes sense			
1C5	c	√	Talk about what has been written			
1C6	c	√	Read writing aloud so that it can be heard by their teacher and peers			
1C7	t	√	Add '-s' to a word to make it plural			
1C8	t		Add different endings to adjectives that don't need to change (e.g. grander/grandest, fresher/freshest)			
1C9	vgp	√	Write mostly in simple sentences <i>(ELG 10)</i>			
1C10	vgp	√	Say if a sentence is a question and add a question mark when reminded			
1C11	vgp		Say if a sentence is an exclamation and add an exclamation mark when reminded			
1C12	vgp	√	Use joining words e.g. 'and', 'or' and 'but'			
1C13	vgp	√	Add different endings to verbs that don't need to change (e.g. helping, helper, helped)			
1C14	vgp	√	Add un- to the beginnings of words to change their meanings (e.g. unkind, undo, untie)			



Year 2						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements Learners Can:	Beginning Accurate recall	Expected Quick recall	Deeper Applied recall
2F1	h	√	Always leave spaces between words when writing <i>(KS1 EXS 9)(PKF S6.9)</i>			
2F2	h	√	Form all letters properly and make them a similar size			
2F3	h	√	Place letters properly on a line including ascending and descending letters			
2F4	h		Write capital letters and digits of the correct size compared to lower case letters <i>(KS1 EXS 8)(PKF S6.8)</i>			
2F5	h	√	Join some letters using the right formation when writing and know which letters don't need to join			
2F6	t	√	Spell many words correctly by segmenting them <i>(KS1 EXS 6 with 2F6 and 2F7)(PKF S6.6 with 2F6 and 2F7)</i>			
2F7	t	√	Spell some phonemes with different graphemes (e.g. '-ai', 'a-e') <i>(KS1 EXS 6 with 2F6 and 2F7)(PKF S6.6 with 2F6 and 2F7)</i>			
2F8	t	√	Write the letters of the alphabet in the correct order			
2F9	t		Make words ending in '-y' into plurals (e.g. 'baby' 'babies', 'fly' 'flies')			
2F10	t	√	Spell words with contracted forms (e.g. can't, don't, won't, wouldn't, I'll)			
2F11	t	√	Spell the common exception words for Y2(door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas) <i>If 'many' are spelt correctly then (KS1 EXS 7)(PKF S6.7)</i> <i>If 'most' are spelt correctly then (KS1 GDS 4)</i>			
2F12	t		Use most of the spelling rules and patterns in the Year 2 list in my writing			
2F13	t		Write simple dictated sentences using familiar words and punctuation			



Year 2						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements Learners Can:	Beginning Accurate recall	Expected Quick recall	Deeper Applied recall
2F14	vgp	√	Use capital letters to start sentences <i>(KS1 GDS 3 if all of 2F14, 2F15, 2F16, 2F17 and 2F20 achieved at expected standard)</i>			
2F15	vgp	√	Use capital letters for names and for 'I' <i>(KS1 GDS 3 if all of 2F14, 2F15, 2F16, 2F17 and 2F20 achieved at expected standard)</i>			
2F16	vgp	√	Add a question mark at the end of a question <i>(KS1 EXS 3 with 2F16 and 2F19) (KS1 GDS 3 if all of 2F14, 2F15, 2F16, 2F17 and 2F20 achieved at expected standard) (PKF S6.3 with 2F16 and 2F19)(KS2 WTS 5 with 2F16, 2F19, 2F20 and 2F22)</i>			
2F17	vgp		Add an exclamation mark at the end of an exclamation <i>(KS1 GDS 3 if all of 2F14, 2F15, 2F16, 2F17 and 2F20 achieved at expected standard)</i>			
2F18	vgp		Make the correct choice between two homophones (e.g. 'their' and 'there', 'hear' and 'here')			
2F19	vgp	√	Use capital letters and full stops correctly nearly all the time <i>(KS1 EXS 3 with 2F16 and 2F19)(PKF S6.3 with 2F16 and 2F19)(KS2 WTS 5 with 2F16, 2F19, 2F20 and 2F22)</i>			
2F20	vgp	√	Use commas in a list <i>(KS1 GDS 3 if all of 2F14, 2F15, 2F16, 2F17 and 2F20 achieved at expected standard) (KS2 WTS 5 with 2F16, 2F19, 2F20 and 2F22)</i>			
2F21	vgp		Add suffixes to spell longer words (e.g. '-ment', '-ness', '-ful', '-less', '-ly') <i>(KS1 GDS 5)</i>			
2F22	vgp		Use an apostrophe to show possession (e.g. the girl's book) <i>(KS2 WTS 5 with 2F16, 2F19, 2F20 and 2F22)</i>			
2F23	vgp	√	Use all of the key words to explain the grammar in written work (noun, noun phrase, statement, question, exclamation, command (instruction), compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma)			



Year 2						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements. Learners Can:	Beginning With support	Expected Independently	Deeper Supporting someone else
2C1	t	√	Read back what has been written and check that spelling is correct using taught spelling rules			
2C2	c	√	Use time connective phrases e.g. after that, the next day, a little later			
2C3	c		Write an account that has more than one idea in it <i>(KS1 EXS 1 and EXS 2 with 2C3, 2C4, 2C5 and 2C6)(PKF S6.1 and 6.2 with 2C3, 2C4, 2C5 and 2C6)</i>			
2C4	c		Write an account that has a good beginning <i>(KS1 EXS 1 and EXS 2 with 2C3, 2C4, 2C5 and 2C6)(PKF S6.1 and 6.2 with 2C3, 2C4, 2C5 and 2C6)</i>			
2C5	c	√	Group ideas together in logical sequence <i>(KS1 EXS 1 and EXS 2 with 2C3, 2C4, 2C5 and 2C6)(PKF S6.1 and 6.2 with 2C3, 2C4, 2C5 and 2C6)</i>			
2C6	c		Write a good ending to my account <i>(KS1 EXS 1 and EXS 2 with 2C3, 2C4, 2C5 and 2C6)(PKF S6.1 and 6.2 with 2C3, 2C4, 2C5 and 2C6)</i>			
2C7	c		Descriptive noun phrases to describe a person or a thing e.g. the gold ring			
2C8	c		Think of different words that might fit in a piece of writing and choose some that will be more interesting			
2C9	c	√	Plan what they are going to write about by writing down ideas and important words			
2C10	c		Write about cause and effect (e.g. using: when, if, that, because) <i>(KS1 EXS 5 with 2C10 and 2C20) (PKF S6.5 with 2C10 and 2C20)</i>			
2C11	c		Write descriptions that make clear pictures for readers			
2C12	c		Write for different purposes (e.g. story, report, instructions)			
2C13	c	√	Read back what has been written and comment on whether it makes good sense <i>(KS1 GDS 2 with 2C13 and 2C23)</i>			
2C14	c		Review their writing and judge if readers would find it interesting or exciting			



Year 2						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements. Learners Can:	Beginning With support	Expected Independently	Deeper Supporting someone else
2C15	vgp	√	Write sentences that have a subject and a verb (e.g. The boy runs)			
2C16	vgp	√	Write in the past tense (e.g. He fell down the hole) <i>(KS1 EXS 4 with 2C16, 2C17 and 2C25)(PKF S6.4 with 2C16, 2C17 and 2C25)</i>			
2C17	vgp	√	Write in the present progressive tense (e.g. They are jumping on the trampoline) <i>(KS1 EXS 4 with 2C16, 2C17 and 2C25)(PKF S6.4 with 2C16, 2C17 and 2C25)</i>			
2F18	vgp	√	Write in the third person and not get mixed up: she, he, it and they			
2C19	vgp		Use different ways to start a sentence (e.g. Suddenly..., After a while..., Just then...)			
2C20	vgp	√	Extend sentences by using conjunctions (e.g and, but, or) <i>(KS1 EXS 5 with 2C10 and 2C20) (PKF S6.5 with 2C10 and 2C20)</i>			
2C21	vgp		Use imperative or 'bossy' verbs appropriately e.g. Open the book			
2C22	vgp		Make a good choice of adjectives so that they match the nouns e.g. they played a complicated game			
2C23	vgp	√	Read back what has been written and make some corrections to grammar and punctuation <i>(KS1 GDS 2 with 2C13 and 2C23)</i>			
2C24	vgp	√	Write different types of sentence (e.g. statement, question, exclamation, or instruction) using the proper sentence structure for each type of sentence <i>(KS1 GDS 1)</i>			
2C25	vgp	√	Write sentences with the progressive verb form to show that an action is happening or was happening (e.g. she is drumming, he was shouting) <i>(KS1 EXS 4 with 2C16, 2C17 and 2C25) (PKF S6.4 with 2C16, 2C17 and 2C25)</i>			



Year 3						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements Learners Can:	Beginning Accurate recall	Expected Quick recall	Deeper Applied recall
3F1	h	√	Use diagonal and horizontal strokes correctly to join letters (KS1 GDS 6)			
3F2	t		Use sub-headings (KS2 WTS 4)			
3F3	t		Check the spelling of a word in a dictionary using the first 2 or 3 letters of the word to help find the word			
3F4	t	√	Spell at least half of the words on the Y3/4 list			
3F5	t		Recognise and use some prefixes from the Y3/4 lists (dis-, mis-, re-, sub-, super- auto-) and explain their meaning			
3F6	t		Write simple dictated sentences, that include familiar words and punctuation			
3F7	vgp		Use prepositions to link work or to start new sentences (e.g. before, after, during, in, because of)			
3F8	vgp		Use a range of conjunctions (e.g. when, before, after, while, so, because)			
3F9	vgp		Use adverbs to link sentences (e.g. then, next, soon, therefore)			
3F10	vgp		Identify direct speech in a text and add inverted commas/ speech marks			
3F11	vgp	√	Use 'a' or 'an' correctly			
3F12	vgp	√	Use all of the key words to explain the grammar used in pieces of writing (preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas - 'speech marks')			



Year 3						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements. Learners Can:	Beginning With support	Expected Independently	Deeper Supporting someone else
3C1	t		Say how words from the same families look similar and have related meanings (e.g. solve/solution, dissolve/ insoluble)			
3C2	c		Talk about writing that is similar to what is planned to show understanding of how it is written (KS2 WTS 1)			
3C3	c	√	Write stories with a beginning, middle and end			
3C4	c		Give a lot of detail to characters and events (KS2 WTS 3)			
3C5	vgp	√	Sometimes group ideas into paragraphs around a theme and can explain the change from one paragraph to another			
3C6	vgp	√	Use nouns and pronouns within and across sentences to avoid repetition			



Year 4						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements Learners Can:	Beginning Accurate recall	Expected Quick recall	Deeper Applied recall
4F1	h	√	Write in a consistent, neat, legible and joined style <i>(even if not joined, KS2 WTS 7)</i>			
4F2	t		Take notes and use the information when writing			
4F3	t	√	Use the rules and conventions in spelling from the Y3/4 lists most of the time (see NC guidance)			
4F4	t	√	Spell the words on the Y3/4 word list (see NC guidance) <i>(KS2 WTS 6 with 4F4 and 5F1)</i>			
4F5	t		Write down a short dictated passage and get most of the spelling and punctuation correct			
4F6	c	√	Re-read writing or that of peers and identify one or two changes that need to be made			
4F7	c		Use pronouns to substitute for a noun without confusing someone reading their work			
4F8	c	√	Check work, identifying and correcting some mistakes in punctuation			
4F9	c	√	Redraft writing to improve punctuation and vocabulary			
4F10	vgp		Use '-s' correctly to show plural and possession			
4F11	vgp		Use possession apostrophes accurately in words with regular and irregular plurals (e.g. girls', boys', children's) <i>(KS2 EXS 7 with 4F11, 4F12, 4F13 and 6F11)</i>			
4F12	vgp		Use inverted commas and other punctuation for direct speech correctly <i>(KS2 EXS 7 with 4F11, 4F12, 4F13 and 6F11)</i>			
4F13	vgp		Organise direct speech where more than one person is speaking by using a new line when a new person starts speaking <i>(KS2 EXS 7 with 4F11, 4F12, 4F13 and 6F11)</i>			
4F14	vgp		Write a wider range of homophones correctly (e.g. their/there/they're - see NC guidance)			



Year 4						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements Learners Can:	Beginning <i>Accurate recall</i>	Expected <i>Quick recall</i>	Deeper <i>Applied recall</i>
4F15	vgp	√	I can use the remaining prefixes from the Y3/4 lists (in-, il-, im-, re-, inter-, super-) and explain their meaning			
4F16	vgp	√	I can use all of the key words to explain the grammar in my writing (determiner, pronoun, possessive pronoun, adverbial)			



Year 4						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements. Learners Can:	Beginning <i>With support</i>	Expected <i>Independently</i>	Deeper <i>Supporting someone else</i>
4C1	c		Write descriptions that give the reader a clear picture of how a story progresses			
4C2	c		Write about how characters feel			
4C3	c	√	Organise writing into themed paragraphs and use subheadings in non fiction texts <i>(KS2 WTS 3)</i>			
4C4	c		Read their own writing aloud to groups or the class, using the voice so that the meaning is obvious to the listener			
4C5	vgp		Use a wide range of adjectives and adverbs			
4C6	vgp		Use interesting and varied vocabulary			
4C7	vgp		Improve work by checking that verbs are powerful and changing them when needed			
4C8	vgp		Use fronted adverbials followed by a comma (e.g. Later that day,)			
4C9	vgp	√	Write in the correct tense throughout a piece of writing: past, present & future <i>(KS2 EXS 6)</i>			
4C10	vgp		Recognise and know when to use formal and informal language.			



Year 5						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements Learners Can:	Beginning Accurate recall	Expected Quick recall	Deeper Applied recall
5F1	t	√	Spell at least half of the words on the Y5/6 word list (see NC guidance) <i>(KS2 WTS 6 with 4F4 and 5F1)</i>			
5F2	t	√	Check their own work for errors in spelling and punctuation			
5F3	t		Convert nouns or adjectives into verbs using suffixes (e.g. '-ate', '-ise', '-ify')			
5F4	t		Add prefixes to verbs to change the meaning (e.g. 'dis-', 'de-', 'mis-', 'over-', 're-')			
5F5	t	√	Spell some words with silent letters (e.g. knight, psalm, solemn)			
5F6	t	√	Usually spell homophones correctly			
5F7	c		Use relative clauses (e.g. beginning with who, which, where, when) in my writing			
5F8	vgp	√	Use all of the key words to explain the grammar in pieces of their own writing (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity) <i>(KS2 EXS 7 with 4F11, 4F12, 4F13, 5F8 and 6F11)</i>			
5F9	vgp		Use commas to clarify meaning <i>(KS2 GDS 4 with 5F9, 5F10, 6F6, 6F7 and 6F9)</i>			
5F10	vgp	√	Use brackets, dashes or commas to show where additional information has been added to a text <i>(KS2 GDS 4 with 5F9, 5F10, 6F6, 6F7 and 6F9)</i>			



Year 5						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements. Learners Can:	Beginning With support	Expected Independently	Deeper Supporting someone else
5C1	t	√	Highlight the most important details to summarise a text			
5C2	t		Write a shortened version of a text that has most essential details in it			
5C3	c		Set out a report like a newspaper article (headings, sub-headings, columns)			
5C4	c		Describe a setting for a story well <i>(KS2 EXS 2 with 5C4, 5C5, 6C10 and 6C11)</i>			
5C5	c	√	Plan a piece of writing including how characters and the plot will develop <i>(KS2 EXS 2 with 5C4, 5C5, 6C10 and 6C11)</i>			
5C6	c		Develop action and dialogue between characters <i>(KS2 EXS 3 with 5C7 and 6C6)</i>			
5C7	c		Independently recognise and know when to use formal and informal language <i>(KS2 EXS 3 with 5C7 and 6C6)</i>			
5C8	c		Lay out two sides of an argument			
5C9	c	√	Use selected words to build cohesion within paragraphs (e.g. then, after, this) <i>(KS2 EXS 5 with 5C9 and 5C10)</i>			
5C10	c	√	Link ideas across paragraphs <i>(KS2 EXS 5 with 5C9 and 5C10)</i>			
5C11	c	√	Review and edit work to improve impact			



Year 6						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements Learners Can:	Beginning Accurate recall	Expected Quick recall	Deeper Applied recall
6F1	h	√	Write legibly, fluently and with increasing speed <i>(KS2 EXS 9)</i>			
6F2	h		Choose the writing implement that is best suited to a task			
6F3	t	√	Spell over 80% of the words on the Y5/6 word list (see NC Guidance) <i>(KS2 EXS 8)</i>			
6F4	t	√	Use a dictionary to check the spelling and meaning of words			
6F5	t	√	Spell accurately most of the time, including more complex words			
6F6	vgp		Use a semi-colon or dash to separate independent clauses (e.g. It's raining; I'm fed up) <i>(KS2 GDS 4 with 5F9, 5F10, 6F6, 6F7 and 6F9)</i>			
6F7	vgp		Use a colon to introduce a list and semi-colons within the list <i>(KS2 GDS 4 with 5F9, 5F10, 6F6, 6F7 and 6F9)</i>			
6F8	vgp		Use bullet points to list information			
6F9	vgp		Use hyphens to make the meaning of a sentence or phrase clear (e.g. man eating shark vs man-eating shark) <i>(KS2 GDS 4 with 5F9, 5F10, 6F6, 6F7 and 6F9)</i>			
6F10	vgp		Use a thesaurus to find alternative words			
6F11	vgp	√	Use all of the key words to explain the grammar in their writing (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points) <i>(KS2 EXS 7 with 4F11, 4F12, 4F13 and 6F11)</i>			



Year 6						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements. Learners Can:	Beginning With support	Expected Independently	Deeper Supporting someone else
6C1	t		Explain and use synonyms and antonyms			
6C2	t	√	Précis longer passages of text			
6C3	c		Develop my initial ideas, drawing on reading and research where necessary			
6C4	c		Write dialogue that shows the relationship between characters			
6C5	c		Write characters that are consistent and distinctive from one another			
6C6	c		Choose the appropriate style for different types of writing: instructions, arguments & letters <i>(KS2 GDS 3)</i>			
6C7	c	√	Write in a formal style			
6C8	c		Present points of view clearly and persuasively			
6C9	c		Distinguish between the language of informal speech, the language of formal speech and writing, and can use each of these appropriately <i>(KS2 GDS 2)</i>			
6C10	c		Define characters by giving them a distinctive vocabulary <i>(KS2 EXS 2 with 5C4, 5C5, 6C10 and 6C11)</i>			
6C11	c		Make characters interesting by describing their feelings <i>(KS2 EXS 2 with 5C4, 5C5, 6C10 and 6C11)</i>			
6C12	c		Perform their own writing, using intonation, volume and movement to make the meaning clear			
6C13	vgp		Write in the passive form (e.g. The window was broken) <i>(KS2 EXS 4 with 6C13 and 6C14)</i>			
6C14	vgp		Use powerful verbs effectively to add tension and to deepen readers' understanding <i>(KS2 EXS 4 with 6C13 and 6C14)</i>			



Year 7+						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements Learners Can:	Beginning <i>Accurate recall</i>	Expected <i>Quick recall</i>	Deeper <i>Applied recall</i>
7+F1	c	√	Write non-fiction paragraphs in three parts that introduce, develop and conclude			
7+F2	c		Link closing statements with opening statements in non-fiction writing			
7+F3	c		Write final paragraphs that give a summary and/or appeal to the reader			
7+F4	vgp	√	Organise writing into a coherent series of paragraphs			
7+F5	vgp		Use three different types of construction to start sentences			
7+F6	vgp	√	Use a full range of punctuation to convey and clarify meaning			



Year 7+						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements. Learners Can:	Beginning With support	Expected Independently	Deeper Supporting someone else
7+C1	t	√	Spell easy, unfamiliar and complex words			
7+C2	c		Use imagination to develop detail			
7+C3	c		Use imagery to describe feelings (e.g. She blinked hard as she heard the news)			
7+C4	c		Create a mood or an atmosphere through my descriptions of settings			
7+C5	c		Write formal and informal dialogue for characters that adds depth to the plot			
7+C6	c		Write introductions to non-fiction texts that establish the purpose and context			
7+C7	c		Adapt writing to suit a particular reader (e.g. an adult following instructions or a children's story)			
7+C8	c		Sometimes use alliteration, personification and idiom			
7+C9	c	√	Structure writing appropriately in a range of genres			
7+C10	c		Switch between Standard English, colloquialism or dialect to suit the purpose of writing			
7+C11	c	√	Weave dialogue, action and description through stories			
7+C12	c	√	Choose a structure and the information needed to convey meaning when writing non-fiction			
7+C13	vgp		Use a wide range of conjunctions to clarify the relationship between ideas (e.g. furthermore, nevertheless, on the one hand/ on the other hand)			
7+C14	vgp		Choose fitting, precise and attention grabbing words/vocabulary to create an effect			



Year 7+						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements. Learners Can:	Beginning With support	Expected Independently	Deeper Supporting someone else
7+C15	vgp		Explain links between paragraphs			
7+C16	vgp	√	Ensure that the beginnings and ends of paragraphs have logical links			
7+C17	vgp	√	Use embedded subordinate clauses			

