

# Achievement Statements

## Writing

**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 to bridge the gap between research and practitioners, making it easier for teachers to plan and assess for success; they can also guide judgements on whether learners are working below, at or at greater depth 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 2014 National Curriculum for Reading, Writing and Maths for Key Stages 1 and 2, and cross checked against interim assessment guidance at Years 2 and 6.

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 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- "I am accurate" first, then "I am quick" (mastery) before "I can apply" (greater depth) whilst for *Conceptual* statements the parallel criteria for demonstrating success are "With support", then "By myself" (mastery) and aspiring to "Supporting someone else" (greater depth).

## What is unique about EdisonLearning's Achievement Statements?

Achievement Statements are derived from a philosophy and a set of principles about human learning embodied in *Precision Pedagogy*. EdisonLearning has drawn together over 100 years of research under the *Four Modes of Learning: Personal Learning, Collaborative Learning, Foundational Learning and Conceptual Learning*. The methodologies that underpin all four are explored, developed and planned for with our partner schools, however in respect of the formal curriculum *Foundational* and *Conceptual Learning* are the most significant.

*Foundational* and *Conceptual Learning* are both essential and complementary, however research tells us that the methodologies for delivering each successfully are almost diametrically opposed.



## Foundational Learning

*Foundational Learning* is geared to ensuring essential knowledge and skills are learned to fluency and automaticity– obvious examples being phonics and tables.

Why is this important? When people apply themselves to any complex problem or skill they shuffle live information accessed from their Short Term Memory and Long Term Memory within what is called Working Memory. Short Term Memory has a capacity of around seven units that can be supplied to the Working Memory at any given time, but Working Memory is relatively unconstrained when it has speedy access to data in Long Term Memory. If a child has to consciously replay sounds or draw out multiplication facts whilst reading or problem solving then Working Memory becomes overloaded by its reliance on Short Term Memory and higher order cognitive processing becomes inhibited. Conversely when knowledge or skills are learned to high levels of fluency then the brain's attention and thinking are freed up to address the more important challenge of assembling and using information.

Many people might regard this as a lower level of learning but there is abundant evidence that lack of automaticity 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 gives access to *Conceptual* and *Collaborative Learning*. Further, research with children and adults consistently shows that fluency in these very basic skills is associated with confidence and self-esteem that provide a motivational boost to other areas of 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 trials which are as near to errorless as possible
- Learning is best organised in short and frequent sessions (the 'Spacing Effect')
- Fluency and not just accuracy is 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. Schema begin as simple relationships. Think of learning about colour, an initial schemata may be based around a single colour- the world is either red or not red. As learning about colours progresses it will elaborate and encompass other colours and onward to discriminations of names and shades. Concepts are networks of connections between knowledge, and the more and the stronger the connections then the more knowledge can be drawn upon and more shades of meaning can be discerned and the more memory is encoded.

Piaget was one of the earliest researchers to report these ideas, and while his notions of relatively fixed developmental stages has been questioned his descriptions of the growth of concepts in terms of



assimilation, accommodation and equilibration still have wide currency. The latest neuroscience using new imaging techniques is revealing more about how this encoding and connectivity is physically embedded within the brain.

The task of teachers in *Conceptual Learning* is to enable pupils to develop schema in relation to the curriculum and make these steadily more sophisticated. Active learning is central because pupils are not absorbing a standardised concept delivered by a teacher, instead they are 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.

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

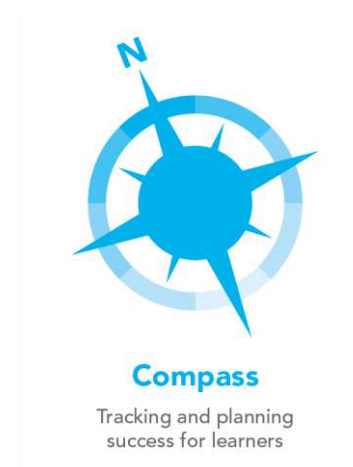


## What is different from the previous version of Achievement Statements produced in 2014?

A number of factors have informed the improvements to the first version of the Achievement Statements published in 2014, most importantly the feedback from and experiences with our partner schools. This has confirmed the value of the approach we have taken but pointed to ways we can improve from a classroom perspective. Alongside this, national expectations have been somewhat clarified, particularly through the Interim Teacher Assessment Frameworks and the guidance to the developers of SATs. EdisonLearning has drawn all these together in this latest iteration of Achievement Statements, however schools using the previous version will still be well placed to plan and track progress.

In summary, some Achievement Statements have been moved between the *Foundational* and *Conceptual* lists, there have been some revisions to Power Statements and to the indexing of the P Scales. Another major improvement is the grouping of Achievement Statements in their curriculum subareas (Curriculum Code) within each year group. This will make it easier to plan and plot progression within a particular strand and link this to the delivery of sequences of lessons.

## EdisonLearning's 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.

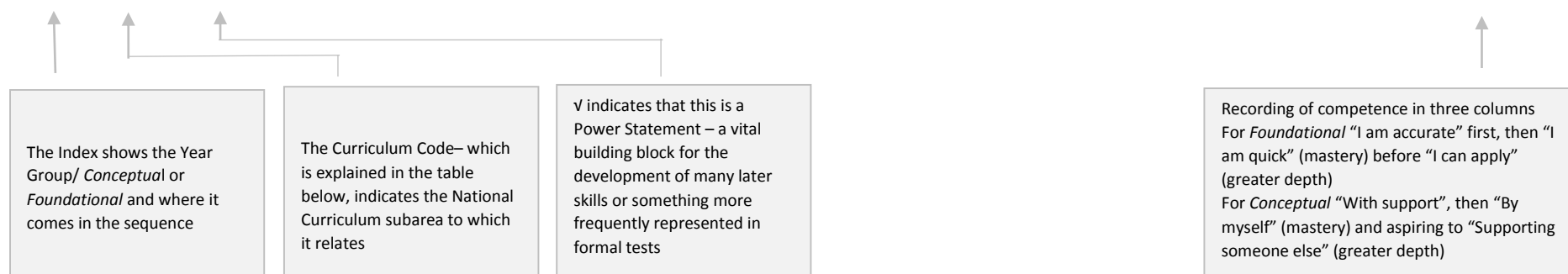


## Finding your way around the Achievement Statements

The Achievement Statements have been organised by National Curriculum year from 1 to 7+, with a preceding list derived from P scales to map some of the essential pre-skills that learners will be acquiring in the course of the Early Years Foundation Stage (EYFS)

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	Conceptual Achievement Statements	With support	By myself	Supporting someone else
1C1	c	√	I can say out loud what I am going to write about			
1C2	c	√	I can say a sentence before I write it			
1C3	c	√	I can write two or three sentences about the same topic			





## Curriculum Codes (sub areas)

Code	What it means
h	<b>Handwriting</b> This is the way your letters are formed and joined together to write words. It is important that you make progress with your handwriting skills because your writing must be legible to other people so that your writing can be understood. You need to be able to write quickly as well as legibly, so that you can make good use of the time available to write.
vgp	<b>Vocabulary, Grammar and Punctuation</b> Your vocabulary choices mean that your writing is exciting to read, and the words match the purpose of your writing. When you make good and adventurous vocabulary choices people enjoy reading your work more, and will respond better to it.  Grammar is the way that you construct your sentences. This is important because using grammar in different ways can change the meaning of a sentence, e.g. Let's eat, Dad; Let's eat Dad. As you learn more complicated grammar structures your writing becomes more and more interesting to read. This is because you choose grammar structures appropriate to the type of writing that you are doing.
t	<b>Transcription</b> This is the process of copying a piece of writing from one place to another. It is important to do this accurately or you may change the message if it is copied incorrectly.
c	<b>Composition</b> This is the process of creating a sentence, and then a piece of writing. The composition includes making sure the ideas are in a good order, that they all make sense, and that a piece of writing flows from beginning to end. As your composition improves you are more likely to capture a reader with your writing and get your message across more clearly.





## 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.



P Scales						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements	I am accurate	I am quick	I can apply it
PF1(P4)	h		I can make marks or symbols			
PF2(P5)	h		I can trace, overwrite or copy shapes and patterns			
PF3(P6)	t		I can copy my own name			
PF4(P7)	h		I can group letters and leave spaces between them as though I am writing a sentence			
PF5(P7)	h		I can write my name and one or two other words correctly			
PF6(P8)	h		I can write some upper case and lower case letters at the right times			



P Scales						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements	With support	By myself	Supporting someone else
PC1(P5)	h		I can make marks or symbols and explain what they mean			
PC2(P4)	c		I can sequence events using pictures			



Year 1						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements	I am accurate	I am quick	I can apply it
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)			
1F4	h	√	I know which letters are formed in the same way (e.g. a,c,d,g,o,q)			
1F5	h	√	I can write capital letters (links to ELG 4)			
1F6	h	√	I can write the digits 0-9			
1F7	h	√	I can form 15 or more lower case letters the way my teacher has shown me (links to ELG 10)			
1F8	h	√	I can write so that most people can read my writing (links to ELG 10)			
1F9	h	√	I can write with letters that are the same size and formed correctly			
1F10	h		I can usually leave spaces between words			
1F11	t	√	I can write the letters of the alphabet in response to hearing the sounds (links to ELG 10)			
1F12	t		I can name the letters of the alphabet			
1F13	t		I can spell words using the 40+ phonemes			
1F14	t	√	I can write the sounds '-ff', '-ll', '-ss', '-zz', '-ck'			



1F15	t	√	I can write the sounds '-nk', '-tch', '-ve'			
1F16	t		I can split words into syllables and make an attempt at spelling them e.g. tr/ip, fin/ish/ing			
1F17	t	√	I can 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)			
1F18	t		I can spell the days of the week			
1F19	t		I can write simple sentences dictated by my teacher			
1F20	vgp		I can use a capital letter to start my sentences, though I sometimes need reminding			
1F21	vgp		I can use a capital letter for names and for 'I', though I sometimes need reminding			
1F22	vgp		I can use a capital letter for all the days of the week			
1F23	vgp	√	I can use a full stop to end my sentences, though I sometimes need reminding			
1F24	vgp	√	I can use all of the key words to explain the grammar in my 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	With support	By myself	Supporting someone else
1C1	c	√	I can say out loud what I am going to write about			
1C2	c	√	I can say a sentence before I write it			
1C3	c	√	I can write two or three sentences about the same topic			
1C4	c	√	I can read what I have written to check it makes sense			
1C5	c	√	I can talk about what I have written			
1C6	c	√	I can read my writing aloud so that I can be heard by my teacher and my friends			
1C7	t	√	I can add 's' to a word to make it plural			
1C8	t		I can add different endings to adjectives that don't need to change (e.g. grander/grandest, fresher/freshest)			
1C9	vgp	√	I can write most of my work in simple sentences (links to ELG 10)			
1C10	vgp	√	I can say if a sentence is a question and add a question mark when reminded			
1C11	vgp		I can say if a sentence is an exclamation and add an exclamation mark when reminded			
1C12	vgp	√	I can use joining words e.g. 'and', 'or' and 'but'			
1C13	vgp	√	I can add different endings to verbs that don't need to change (e.g. helping, helper, helped)			
1C14	vgp	√	I can 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	I am accurate	I am quick	I can apply it
2F1	h	√	I always leave spaces between words when I write			
2F2	h	√	I form all my letters properly and make them a similar size			
2F3	h	√	I can place letters properly on a line including ascending and descending letters			
2F4	h		I can write capital letters and digits of the correct size compared to lower case letters			
2F5	h	√	I can join some letters using the right formation when I write and I know which letters I don't need to join			
2F6	t	√	I can spell many words correctly by segmenting them			
2F7	t	√	I can spell some phonemes with different graphemes (e.g. '-ai', 'a-e')			
2F8	t	√	I can write the letters of the alphabet in the correct order			
2F9	t		I can make words ending in '-y' into plurals (e.g. 'baby' 'babies', 'fly' 'flies')			
2F10	t	√	I can spell words with contracted forms (e.g. can't, don't, won't, wouldn't, I'll)			
2F11	t	√	I can 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)			
2F12	t		I can use most of the spelling rules and patterns in the Year 2 list in my writing			
2F13	t		I can write simple sentences dictated by my teacher using the words and punctuation I have learned			





2F14	vgp	√	I use capital letters to start my sentences			
2F15	vgp	√	I use capital letters for names and for 'I'			
2F16	vgp	√	I can add a question mark at the end of a question			
2F17	vgp		I can add an exclamation mark at the end of an exclamation			
2F18	vgp		I can make the correct choice between two homophones in my writing (e.g. 'their' and 'there', 'hear' and 'here')			
2F19	vgp	√	I can use capital letters and full stops correctly nearly all the time			
2F20	vgp	√	I can use commas in a list			
2F21	vgp		I can add suffixes to spell longer words (e.g. '-ment', '-ness', '-ful', '-less', '-ly')			
2F22	vgp		I can use an apostrophe to show possession (e.g. the girl's book)			
2F23	vgp	√	I can use all of the key words to explain the grammar in my writing (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	With support	By myself	Supporting someone else
2C1	t	√	I can read back what I have written and check that my spelling is correct using the spelling rules I have been taught			
2C2	c	√	I can use time connective phrases e.g. after that, the next day, a little later			
2C3	c		I can write an account that has more than one idea in it			
2C4	c		I can write an account that has a good beginning			
2C5	c	√	I can group my ideas together in logical sequence			
2C6	c		I can write a good ending to my account			
2C7	c		I can use descriptive noun phrases to describe a person or a thing e.g. the gold ring			
2C8	c		I can think of different words that might fit in a piece of writing and choose some that will be more interesting			
2C9	c	√	I can plan what I am going to write about by writing down ideas and important words			
2C10	c		I can write about cause and effect (e.g. using: when, if, that, because)			
2C11	c		I can write descriptions that make clear pictures for readers			
2C12	c		I can write for different purposes (e.g. story, report, instructions)			
2C13	c	√	I can read back what I have written and comment on whether it makes good sense			
2C14	c		I can review my writing and judge if my readers would find it interesting or exciting			



2C15	vgp	√	I write sentences that have a subject and a verb (e.g. The boy runs)			
2C16	vgp	√	I can write in the past tense (e.g. He fell down the hole)			
2C17	vgp	√	I can write in the present progressive tense (e.g. They are jumping on the trampoline)			
2F18	vgp	√	I can write in the third person and not get mixed up: she, he, it and they			
2C19	vgp		I can use different ways to start a sentence (e.g. Suddenly..., After a while...., Just then...)			
2C20	vgp	√	I can make my sentences longer by using conjunctions (e.g and, but, or)			
2C21	vgp		I can use imperative or 'bossy' verbs appropriately e.g. Open the book			
2C22	vgp		I can make a good choices of adjectives so that they match the nouns e.g. they played a complicated game			
2C23	vgp	√	I can read back what I have written and make some corrections to my grammar and punctuation			
2C24	vgp	√	I can write different types of sentence (e.g. statement, question, exclamation, or instruction) using the proper sentence structure for each type of sentence			
2C25	vgp	√	I can 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)			



## Year 3

Index	Curriculum Code	Power Statement	Foundational Achievement Statements	I am accurate	I am quick	I can apply it
3F1	h	√	I can use diagonal and horizontal strokes correctly to join letters			
3F2	t		I can use sub-headings in my writing			
3F3	t		I can check the spelling of a word in a dictionary using the first 2 or 3 letters of the word to help me find the word			
3F4	t	√	I can spell at least half of the words on the Y3/4 list			
3F5	t		I recognise and am able to use some prefixes from the Y3/4 lists (dis-, mis, re-, sub-, super- auto-) and explain their meaning			
3F6	t		I can write simple sentences, dictated by my teacher, that include words and punctuation I have been taught			
3F7	vgp		I can use prepositions to link my work or to start new sentences (e.g. before, after, during, in, because of)			
3F8	vgp		I can use a range of conjunctions in my writing (e.g. when, before, after, while, so, because)			
3F9	vgp		I can use adverbs to link sentences (e.g. then, next, soon, therefore)			
3F10	vgp		I can identify direct speech in a text and add inverted commas/ speech marks			
3F11	vgp	√	I can use 'a' or 'an' correctly in my writing			
3F12	vgp	√	I can use all of the key words to explain the grammar in my 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	With support	By myself	Supporting someone else
3C1	t		I can say how words from the same families look similar and have related meanings (e.g. solve/solution, dissolve/ insoluble)			
3C2	c		I can talk about writing that is similar to what I am planning to show I understand how it is written			
3C3	c	√	I can write stories with a beginning, middle and end			
3C4	c		I can give a lot of detail to my characters and events			
3C5	vgp	√	I can sometimes group my ideas into paragraphs around a theme and can explain the change from one paragraph to another			
3C6	vgp	√	I can use nouns and pronouns within and across sentences to avoid repetition			



Year 4						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements	I am accurate	I am quick	I can apply it
4F1	h	√	I can write in a consistent, neat, legible and joined style			
4F2	t		I can take notes and use the information when writing			
4F3	t	√	I can use the rules and conventions in spelling from the Y3/4 lists most of the time (see NC guidance)			
4F4	t	√	I can spell the words on the Y3/4 word list (see NC guidance)			
4F5	t		I can write down a short passage dictated by my teacher and get most of the spelling and punctuation correct			
4F6	c	√	I can re-read my writing or that of my friends and identify one or two changes that need to be made			
4F7	c		I can use pronouns to substitute for a noun without confusing someone reading my work			
4F8	c	√	I can check my work, identify and correct some mistakes in my punctuation			
4F9	c	√	I can redraft to improve my punctuation and vocabulary			
4F10	vgp		I can use 's' correctly to show plural and possession			
4F11	vgp		I can use possession apostrophes accurately in words with regular and irregular plurals (e.g. girls', boys', children's)			
4F12	vgp		I can use inverted commas and other punctuation for direct speech correctly			
4F13	vgp		I can organise direct speech where more than one person is speaking by using a new line when a new person starts speaking			
4F14	vgp		I can write a wider range of homophones correctly (e.g. their/there/they're - see NC guidance)			



## Year 4

Index	Curriculum Code	Power Statement	Conceptual Achievement Statements	With support	By myself	Supporting someone else
4C1	c		I can write descriptions that give the reader a clear picture of how my story progresses			
4C2	c		I can write about how my characters feel			
4C3	c	√	<b>I can organise my writing into themed paragraphs and use subheadings in non fiction texts</b>			
4C4	c		I can read my writing aloud to groups or the class, using my voice so that the meaning is obvious to the listener.			
4C5	vgp		I can use a wide range of adjectives and adverbs in my writing			
4C6	vgp		I can use interesting and varied vocabulary in my writing			
4C7	vgp		I can improve my work by checking that verbs are powerful and changing them when I need to			
4C8	vgp		I can use fronted adverbials followed by a comma (e.g. Later that day,)			
4C9	vgp	√	<b>I can write in the correct tense throughout a piece of writing: past, present &amp; future</b>			
4C10	vgp		I can recognise and know when to use formal and informal language.			





## Year 5

Index	Curriculum Code	Power Statement	Foundational Achievement Statements	I am accurate	I am quick	I can apply it
5F1	t	√	I can spell at least half of the words on the Y5/6 word list (see NC guidance)			
5F2	t	√	I can check my work for errors in spelling and punctuation			
5F3	t		I can convert nouns or adjectives into verbs using suffixes (e.g. '-ate', '-ise', '-ify')			
5F4	t		I can add prefixes to verbs to change their meaning (e.g. 'dis-', 'de-', 'mis-', 'over-', 're-')			
5F5	t	√	I can spell some words with silent letters (e.g. knight, psalm, solemn)			
5F6	t	√	I can usually spell homophones correctly			
5F7	c		I can use relative clauses (e.g. beginning with who, which, where, when) in my writing			
5F8	vgp	√	I can use all of the key words to explain the grammar in my writing (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity)			



Year 5						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements	I am accurate	I am quick	I can apply it
5C1	t	√	I can highlight the most important details in a text that I want to summarise			
5C2	t		I can write a shortened version of a text that has most essential details in it			
5C3	c		I can set out a report like a newspaper article (headings, sub-headings, columns)			
5C4	c		I can describe a setting for a story well			
5C5		√	I can plan a piece of writing including how characters and the plot will develop			
5C6	c		I develop action and dialogue between my characters			
5C7	c		I can independently recognise and know when to use formal and informal language			
5C8	c		I can lay out two sides of an argument			
5C9	c	√	I can use selected words to build cohesion within paragraphs (e.g. then, after, this)			
5C10	c	√	I can link ideas across paragraphs			
5C11	c	√	I can review and edit my work to improve its impact			
5F12	vgp		I can use commas to clarify meaning in my writing			
5F13	vgp	√	I can use brackets, dashes or commas to show where additional information has been added to a text			



Year 6						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements	I am accurate	I am quick	I can apply it
6F1	h	√	I can write legibly, fluently and with increasing speed			
6F2	h		I can choose the writing implement that is best suited to a task			
6F3	t	√	I can spell over 80% of the words on the Y5/6 word list (see NC Guidance)			
6F4	t	√	I can use a dictionary to check the spelling and meaning of words			
6F5	t	√	My spelling is mostly accurate, including more complex words			
6F6	vgp		I can use a semi-colon or dash to separate independent clauses (e.g. It's raining; I'm fed up)			
6F7	vgp		I can use a colon to introduce a list and semi-colons within the list			
6F8	vgp		I can use bullet points to list information			
6F9	vgp		I can use hyphens to make my meaning clear (e.g. man eating shark vs man-eating shark)			
6F10	vgp		I can use a thesaurus to find alternative words			
6F11	vgp	√	I can use all of the key words to explain the grammar in my writing (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points)			



## Year 6

Index	Curriculum Code	Power Statement	Conceptual Achievement Statements	With support	By myself	Supporting someone else
6C1	t		I can explain and use synonyms and antonyms			
6C2	t	√	<b>I can précis longer passages of text</b>			
6C3	c		I can develop my initial ideas, drawing on reading and research where necessary			
6C4	c		I can write dialogue that shows the relationship between characters			
6C5	c		I can write characters that are consistent and distinctive from one another			
6C6	c		I can choose the appropriate style for different types of writing: instructions, arguments & letters			
6C7	c	√	<b>I can write in a formal style</b>			
6C8	c		I can present points of view clearly and persuasively			
6C9	c		I can distinguish between the language of informal speech, the language of formal speech and writing, and can use each of these appropriately			
6C10	c		I can define my characters by giving them a distinctive vocabulary			
6C11	c		I can make my characters interesting by describing their feelings			
6C12	c		I can perform my own writing, using intonation, volume and movement to make the meaning clear			
6C13	vgp		I can write in the passive form (e.g. The window was broken)			
6C14	vgp		I can use powerful verbs effectively to add tension and to deepen readers' understanding			



Year 7+						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements	I am accurate	I am quick	I can apply it
7+F1	c	√	I can write non-fiction paragraphs in three parts that introduce, develop and conclude			
7+F2	c		I can link my closing statements with my opening in non-fiction writing			
7+F3	c		I can write final paragraphs that give a summary and/or appeal to the reader			
7+F4	vgp	√	I can organise my writing into a coherent series of paragraphs			
7+F5	vgp		I can use three different types of construction to start my sentences			
7+F6	vgp	√	I can use a full range of punctuation to convey and clarify meaning			



Year 7+						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements	With support	By myself	Supporting someone else
7+C1	t	√	I can spell easy, unfamiliar and complex words			
7+C2	c		I can use my imagination to develop detail in my writing			
7+C3	c		I can use imagery to describe feelings (e.g. She blinked hard as she heard the news)			
7+C4	c		I can create a mood or an atmosphere through my descriptions of settings			
7+C5	c		I can write formal and informal dialogue for my characters that adds to the plot			
7+C6	c		I can write introductions to non-fiction texts that establish the purpose and context			
7+C7	c		I can adapt my writing to suit a particular reader (e.g. an adult following instructions or a children's story)			
7+C8	c		I can sometimes use alliteration, personification and idiom in my writing			
7+C9	c	√	I can structure my writing appropriately in a range of genres			
7+C10	c		I can switch between Standard English, colloquialism or dialect to suit the purpose of my writing			
7+C11	c	√	I can weave dialogue, action and description through my stories			
7+C12	c	√	I can choose a structure and the information I need to convey meaning when writing non-fiction			
7+C13	vgp		I can 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		I can choose fitting, precise and attention getting words/vocabulary to create an effect			



7+C15	vgp		I can explain links between my paragraphs			
7+C16	vgp	√	I ensure that the beginnings and ends of my paragraphs have logical links			
7+C17	vgp	√	I can use embedded subordinate clauses			

