



# Reading & Writing

Child-friendly  
*'I can' Statements* and  
teacher guidance to  
support assessment of  
the new curriculum



Series Advisors



CORNWALL  
LEARNING

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## **Guidance for using 'I can' statements and mastery questions (reading and writing)**

The 'I can' statements for reading and writing are based solely on the curriculum programme of study, and arranged using its dimensions. The sub-dimensions match exactly to those of the Rising Stars progression grids and the statements and questions can be used in conjunction with the grids.

## **Using the 'I can' statements and mastery questions**

The 'I can' statements are pupil-speak versions of the content to be taught, so they can be introduced just ahead of teaching as a way of explaining and sharing learning intentions. There are many, and between them they cover a year's worth of progress in reading or writing; even two years' worth in the case of most Key Stage 2 content. Bear this in mind before deciding how to share them with pupils: it might be overwhelming and counterproductive for many pupils to have six terms' worth of content pasted into the front of their books in one go.

The mastery questions are intended for use once the PoS (progression statement) element has been taught for the first time and pupils have had sufficient opportunity to put the new learning into practice.

Many, but not all, of the mastery questions are most suited for use in a pupil conferencing context: groups of up to six pupils of similar ability working with the teacher to discuss and evidence their progress in reading or writing. Several mastery questions could be covered within a 20–30 minute session, especially if pupils are given the questions in advance – even from Year 1 – and have some time to prepare for them up to a day before, finding evidence in their independent writing across the curriculum or recalling recent reading they have done and revisiting texts in preparation. Teaching assistants or other adults could have a role in helping the youngest and least able pupils to prepare if support is needed. More able pupils could work alone or with a reading or writing buddy to prepare for a conferencing session. Conferencing sessions could be fitted into the class timetable in the same way as guided reading or writing sessions or guided group work in mathematics are, causing minimal disruption to classroom routine. Pupils have a chance to learn from each other during conferencing sessions and there will also be an opportunity for applying their spoken language skills. Teachers will be able to gather useful feedback on the effectiveness of recent teaching for reflection and future planning.

## Using the reading mastery questions

The mastery questions for reading are not intended to be set for pupils to give written answers. That would take an inordinate amount of learning time and generate huge amounts of marking for the teacher. Nor are they intended to be used as test questions or for whole-class use. Day-to-day assessment, in particular guided reading records, will supply most of the evidence needed. I envisage teachers setting up particular groups with particular texts chosen to allow pupils to demonstrate their understanding of several related or relevant 'I can' statements in one session. The mastery questions would be introduced by the teacher for pupils to discuss while the teacher noted the quality of responses and assessed individuals' understanding. In the space of a week, a whole class could tackle the same mastery questions and the challenge offered by the chosen texts allows for differentiation and ensuring progress within the Year 3/4 and Year 5/6 PoS where the statements are the same for both year groups. The freely downloadable Rising Stars progression grids offer practical guidance on the expected levels of response which can inform the choice of text.

These guided reading sessions can fit within regular guided reading provision and, if run once or twice each half term, will allow for coverage of all the mastery questions in the comprehension dimension. A general small group discussion session or two around the sub-dimensions range of reading and familiarity with texts, perhaps with a selection of recently studied texts on the table to jog pupils' memories, will allow for use of mastery questions from those sub-dimensions.

Why not give pupils the two or three mastery questions you plan to use in advance so they can link them to the 'I can' statements and have some thinking time to prepare for each guided session?

## Using the writing mastery questions

For the transcription dimension of writing, teachers will need to observe pupils as they write. The two sub-dimensions here – handwriting and word building/spelling – could easily be linked as pupils are challenged to spell words and the teacher observes their letter formation, grip and posture (and joins from Year 3 upwards). Small groups of no more than six pupils are ideal for this purpose; trying to observe grip and letter formation in a class of about 30 pupils is just not practical. If guided group work is not a regular part of teaching writing, it could be introduced and used occasionally for the purpose of using the mastery questions.

## **Writing sub-dimensions: Planning and drafting / Editing / Vocabulary, grammar and punctuation / Presentation**

Groups of up to six pupils could be given the mastery questions in advance and be encouraged to gather evidence for several mastery questions ready for a group session with the teacher. Colour-coded sticky place markers could prove useful for this activity. Pupils could do this from Year 1 upwards and older pupils could even prepare a presentation displaying the evidence from their work to demonstrate their mastery, even incorporating the presentation sub-dimension. Additional adults could help struggling pupils locate the evidence they need. If everyone struggles to find examples to answer a particular mastery question in their independent writing, the teacher has a useful prompt for reflection on planning, teaching and providing opportunities for application of new learning.

Handing over responsibility for sharing and showcasing their work to pupils lessens the load on the teacher and encourages independence. Grouping the pupils enables differentiation as well as allowing pupils to learn from each other. Within these group discussions lie further opportunities for pupils to apply their spoken language learning and for teachers to assess this.

## **Mixed age classes**

'I can' statements and mastery questions are linked to year groups but they reflect the grouping of year groups in the curriculum into lower and upper Key Stage 2. This makes using the statements and questions relatively straightforward in a mixed Year 3/4 or mixed Year 5/6 class. Using them in mixed age classes of Year R/1, Year 1/2, Year 2/3 or Year 4/5 will mean drawing from a bigger set of statements and questions, but ability groupings will already have been made and can be used for allocating them and conferencing pupils over their progress. Teachers need to bear in mind the expectation that pupils will encounter and access the age-appropriate learning for their year group.

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We have highlighted some of these statements with double borders to allow teachers to focus their assessments on the areas of the curriculum that will give them the most information about pupils' progress. These are also areas where we feel a teaching focus can have a significant impact on progress in reading or writing. These highlighted statements should *not*, however, be used in isolation as this could lead to inaccurate judgements.

# Year 4: Reading

I can tick these boxes to show what I have been learning.



I can use what I know about root words and affixes to read and understand new words I meet.

I can read tricky words like the ones on our list of 100 and identify the tricky letter strings inside them.

I can listen attentively or read a wide range of different texts and discuss them with others afterwards.

I can read differently structured texts for different purposes.

I can name some story types and give examples I have read, retelling a good example in my own words.

I can recognise a theme or 'message' within a piece of writing and I can recognise and name some common conventions used in writing.

I can prepare and present a play script or a poem and use my voice and gestures to gain and hold the attention of listeners.

# Year 4: Reading

I can recognise and name different sorts of poems.

I can use a dictionary to check the meaning of an unfamiliar word I meet in my reading and use the knowledge to help me understand what I read.

I can monitor my reading for sense and go back to make sure of anything that confuses me, explaining what an unfamiliar word means in the text after looking it up or asking for the meaning.

I can pose questions for myself as I read and continue reading to find the answers to them.

I can identify what the main ideas in a longer text are and sum them up quickly in a few sentences.

I can pick up hints and clues the writer has given me to help work out why characters do and say the things they do and I can explain how I worked this out.

I can predict what I think is going to happen next in a story based on what has happened so far and hints the writer has given me.

I can pick out and discuss words and phrases from my reading that caught my attention and made me think.

# Year 4: Reading

I can identify language, structure and presentation features in a text that help me understand what the writer wants me to know or believe.

I can read a non-fiction text and find answers to questions I posed before I read it and I can make notes for myself so I remember the information I learned.

I can discuss what I have heard or read, taking turns and listening to what others say.



I can tick these boxes to show what I have been learning.



I can spell pairs of homophones and I rarely get them muddled.

I can spell tricky words from our list of 100 and usually get them right.

I can use an apostrophe to show possession in plural words, including irregular plurals (e.g. *children*, *people*, *cattle*) that do not end with a letter s and I know when an apostrophe is not required.

I can spell words which have had prefixes I have been taught added to them.

I can spell words which have had suffixes I have been taught added to them.

I can check the spelling of a word in a dictionary, using the first two or three (or more) letters.

I can write a sentence as my teacher dictates it, using correct spelling and punctuation.

I can join my writing in the way I have been taught, using ascenders and descenders and remembering letters which are best unjoined.

I can form my joined writing so that the slope is even and the spacing between words and lines makes it clear and readable.

I can look at good examples of writing, identify the features that make them work and then use those features to support me to write a similar text.

I can work with a writing buddy to plan my writing and jot down ideas to help me remember what I want to include.

I can say each sentence aloud before I write it, adding interesting words and using all the different sentence types I have been taught.

I can plan and organise my writing to produce themed paragraphs.

I can plan and write a story with a vivid setting, convincing characters and a plot that makes sense.

I can plan and write a non-fiction text that is organised using features to help the reader understand.

I can work with a writing buddy to assess the effectiveness of my writing against our success criteria and make changes and improvements that have been suggested.

I can work with a writing buddy to improve grammar and vocabulary and to use pronouns to avoid repetition while making my meaning clear.

I can proofread my own or my writing buddy's work for spelling and punctuation errors and make the necessary changes before my teacher sees my work.

I can read my writing aloud to a group or to the whole class, holding their attention and making my meaning clear.

I can form new nouns using prefixes I have been taught.

I can identify and use words that belong together as a family based on a common root word and use them in my writing to make my meaning clear and exact.

I can decide when to use a pronoun instead of a noun in my writing to avoid repetition while keeping my meaning clear.

I can use the conjunctions I have been taught to combine more than one idea in a sentence and my sentences are structured differently by using different conjunctions.

I can use conjunctions, adverbs, including fronted adverbials, and prepositions to tell my reader when and why things happened.

I can choose which form of the past tense to use to help my reader understand the order of events in my writing.

I can decide whether to use *a* or *an* in front of a noun.

I can punctuate direct speech correctly, using commas after fronted adverbials, and I rarely make a mistake.

# Year 4: Reading statements and mastery questions

Domain: Reading <sup>1</sup>						
Dimension	Sub-dimension	Progression statement	'I can' statement	Pupil page	Mastery questions	NAHT key performance indicator (Y/N)
1) Word Reading	a) Word Reading – Decoding	4.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	I can use what I know about root words and affixes to read and understand new words I meet.	62	What do you already know that can help you work out what a word like (e.g. <i>limitation</i> ) means?	Y
		4.1.a.2 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	I can read tricky words like the ones on our list of 100 and identify the tricky letter strings inside them.	62	Can you read this tricky word? Where is the tricky bit inside it? How do you remember how to spell this word?	N
2) Comprehension <sup>2</sup>	a) Range of Reading	4.2.a.1 Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	I can listen attentively or read a wide range of different texts and discuss them with others afterwards.	62	What different sorts of texts have you read or had read to you? How many different text types can you name? Are you good at listening to others and building on their ideas when you discuss your reading? Do others listen to you? (Observe pupils in guided reading sessions to assess this accurately.)	Y

<sup>1</sup> All progression incorporates and builds on prior learning. When assessing, be aware of the need to look back and take previous year groups' descriptors into account.

<sup>2</sup> Note for references to 'age-appropriate' texts: The English programmes of study: key stages 1 and 2 (page 26) states that 'The knowledge and skills that pupils need in order to comprehend are very similar at different ages. That is why the programme of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge'. It goes on to say (page 35) that 'Pupils should continue to apply what they have already learnt to more complex writing'. For this reason, the 'What to look for' descriptors read very similarly across the year groups for comprehension, so progression is achieved by increasing the complexity and challenge of what pupils are being asked to read and the questions they are being asked to discuss. The examples given are drawn from 'age-appropriate' texts. Pupils should not be assessed as meeting or exceeding expectations if they are not reading and discussing texts suitable to their age group.

# Year 4: Reading statements and mastery questions

Domain: Reading						
Dimension	Sub-dimension	Progression statement	'I can' statement	Pupil page	Mastery questions	NAHT key performance indicator (Y/N)
2) Comprehension	a) Range of Reading	4.2.a.2 Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes.	I can read differently structured texts for different purposes.	62	What different ways do you know to read a text? (E.g. radial reading on a website, searching alphabetically in a dictionary, using a contents page or index, skimming a text or scanning for a word or phrase, using illustrations, diagrams or tables to support meaning.)	N
		4.2.b.1 Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	I can name some story types and give examples I have read, retelling a good example in my own words.	62	Can you name a story you have read recently? Was it a myth, legend or fairy story? Can you retell it to me in your own words?	N
	b) Familiarity With Texts	4.2.b.2 Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in, and across, a wide range of writing.	I can recognise a theme or 'message' within a piece of writing and I can recognise and name some common conventions used in writing.	62	What was the theme of (name recently studied text)? What conventions did you recognise as you read it? (E.g. 'good' characters ending well, 'baddies' being punished or learning a lesson.)	Y

# Year 4: Reading statements and mastery questions

Domain: Reading						
Dimension	Sub-dimension	Progression statement	'I can' statement	Pupil page	Mastery questions	NAHT key performance indicator (Y/N)
2) Comprehension	c) Performance and Poetry	4.2.c.1 Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	I can prepare and present a play script or a poem and use my voice and gestures to gain and hold the attention of listeners.	62	Can you prepare and present this play script/poem for the group/class and hold their attention using your voice?	N
		4.2.c.2 Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry (e.g. <i>free verse</i> , <i>narrative poetry</i> ).	I can recognise and name different sorts of poems.	63	What different sorts of poems have you read? Can you name some poems you know and say what type they are?	N
	d) Word Meanings	4.2.d.1 Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read.	I can use a dictionary to check the meaning of an unfamiliar word I meet in my reading and use the knowledge to help me understand what I read.	63	Can you read this passage and spot any words you need to look up in the dictionary? How would you go about finding this word in the dictionary? (Check pupil's technique for 'quartering' the dictionary and using the guide words at the top of the pages to carry out an efficient search.)	N

# Year 4: Reading statements and mastery questions

Domain: Reading						
Dimension	Sub-dimension	Progression statement	'I can' statement	Pupil page	Mastery questions	NAHT key performance indicator (Y/N)
2) Comprehension	e) Understanding	4.2.e.1 Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	I can monitor my reading for sense and go back to make sure of anything that confuses me, explaining what an unfamiliar word means in the text after looking it up or asking for the meaning.	63	Do you 'listen' to yourself when you read silently to check for sense? What do you do if something doesn't seem to be making sense? Do you stop to check unfamiliar words in a dictionary? Can you show me a word you checked in today's reading and explain to me what it means in this particular sentence and text?	N
		4.2.e.2 Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text.	I can pose questions for myself as I read and continue reading to find the answers to them.	63	Did you ask yourself questions about this text as you read? Can you tell me a question you posed to yourself as you read this text? Did you find the answer as you continued to read? What was it?	N
		4.2.e.3 Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these.	I can identify what the main ideas in a longer text are and sum them up quickly in a few sentences.	63	Can you sum up the main ideas in the passage you have just read? What are they?	Y



# Year 4: Reading statements and mastery questions

Domain: Reading						
Dimension	Sub-dimension	Progression statement	'I can' statement	Pupil page	Mastery questions	NAHT key performance indicator (Y/N)
2) Comprehension	f) Inference	4.2.f.1 Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	I can pick up hints and clues the writer has given me to help work out why characters do and say the things they do and I can explain how I worked this out.	63	Why did character X do/say that? Did the writer give you any hints or clues in the text? Can you find the clues and show me?	N
	g) Prediction	4.2.g.1 Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied.	I can predict what I think is going to happen next in a story based on what has happened so far and hints the writer has given me.	63	What do you predict is going to happen next? Why do you think that? What information suggests this to you? What hints has the writer given you? When you read on, were you right?	Y
	h) Authorial Intent	4.2.h.1 Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination.	I can pick out and discuss words and phrases from my reading that caught my attention and made me think.	63	What words and phrases caught your attention in this text? Can you explain why?	N

# Year 4: Reading statements and mastery questions

Domain: Reading						
Dimension	Sub-dimension	Progression statement	'I can' statement	Pupil page	Mastery questions	NAHT key performance indicator (Y/N)
2) Comprehension	h) Authorial Intent	4.2.h.2 Understand what they read, in books they can read independently, by: identifying how language, structure and presentation contribute to meaning.	I can identify language, structure and presentation features in a text that help me understand what the writer wants me to know or believe.	64	Can you show me some language/structure/presentation features in this text that helped you understand it and explain exactly how it helped?	N
		4.2.i.1 Retrieve and record information from non-fiction.	I can read a non-fiction text and find answers to questions I posed before I read it and I can make notes for myself so I remember the information I learned.	64	Can you show me where you have posed a question before you read a non-fiction text and made notes of the answer?	Y
	j) Discussing Reading	4.2.j.1 Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	I can discuss what I have heard or read, taking turns and listening to what others say.	64	Do you take turns when discussing your reading with others? Do you listen to others and build on their ideas? Do others listen to you and build on your ideas? (Observe pupil at work with others during guided reading sessions to assess this.)	N

# Year 4: Writing statements and mastery questions

Domain: Writing <sup>3,4</sup>						
Dimension	Sub-dimension	Progression statement	'I can' statement	Pupil page	Mastery questions	NAHT key performance indicator (Y/N)
1) Writing – Transcription	a) Phonic and Whole Word Spelling	4.1.a.1 Spell further homophones.	I can spell pairs of homophones and I rarely get them muddled.	65	Do you always use the correct homophone? (Give examples from Appendix 1 linked to current and prior teaching.) Can you show me in your writing where you have used the right homophone? (Assess pupil's spelling of these words in independent writing to check whether it is embedding.)	N
		4.1.a.2 Spell words that are often misspelled (English Appendix 1).	I can spell tricky words from our list of 100 and usually get them right.	65	Can you show me where you used this list word in your writing and spelled it correctly? Can you show me where you used these list words in your writing and spelled them correctly? (Assess pupil's spelling of these words in independent writing to check whether it is embedding.)	N
	b) Other Word Building Spelling	4.1.b.1 Place the possessive apostrophe accurately in words with regular plurals (e.g. <i>girls'</i> , <i>boys'</i> ) and in words with irregular plurals (e.g. <i>children's</i> ).	I can use an apostrophe to show possession in plural words, including irregular plurals (e.g. <i>children</i> , <i>people</i> , <i>cattle</i> ) that do not end with a letter s and I know when an apostrophe is not required.	65	Can you show me in your writing where you have correctly used an apostrophe to show possession? (Be sure to direct the pupil to search their independent writing for examples, not written exercises or worksheets they may have done at your instigation.)	N

<sup>3</sup> All progression incorporates and builds on prior learning. When assessing, be aware of the need to look back and take previous year groups' descriptors into account.

<sup>4</sup> Pupils should continue to be supported in understanding and applying the concepts of word structures (see English Appendix 2, pages 64, 67):

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

# Year 4: Writing statements and mastery questions

Domain: Writing						
Dimension	Sub-dimension	Progression statement	'I can' statement	Pupil page	Mastery questions	NAHT key performance indicator (Y/N)
1) Writing – Transcription	b) Other Word Building Spelling	4.1.b.2 Use further prefixes and understand how to add them (English Appendix 1).	I can spell words which have had prefixes I have been taught added to them.	65	Can you spell these words? (Select words with taught prefixes from Appendix 1.) (Assess pupil's spelling of these words in independent writing to check whether it is embedding.)	N
		4.1.b.3 Use further suffixes and understand how to add them (English Appendix 1).	I can spell words which have had suffixes I have been taught added to them.	65	Can you spell these words? (Select words with taught suffixes from Appendix 1.) (Assess pupil's spelling of these words in independent writing to check whether it is embedding.)	N
	c) Transcription	4.1.b.4 Use the first two or three letters of a word to check its spelling in a dictionary.	I can check the spelling of a word in a dictionary, using the first two or three (or more) letters.	65	Can you show me how you would look up the word X? (Select longer word with complex letter string at the beginning, perhaps a word from the Year 3/4 list. Check pupil's technique for 'quartering' the dictionary and using the guide words at the top of the pages to carry out an efficient search.)	N
		4.1.c.1 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	I can write a sentence as my teacher dictates it, using correct spelling and punctuation.	65	Can you write this sentence as I say it? (Include taught spelling patterns, list words and punctuation.)	Y

# Year 4: Writing statements and mastery questions

Domain: Writing						
Dimension	Sub-dimension	Progression statement	'I can' statement	Pupil page	Mastery questions	NAHT key performance indicator (Y/N)
1) Writing – Transcription	d) Handwriting	4.1.d.1 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	I can join my writing in the way I have been taught, using ascenders and descenders and remembering letters which are best unjoined.	66	Can you show me how you would write these words in your joined writing? (Observe pupil writing to monitor letter formation, speed, fluency, pen grip and posture and to check that the pen is not being lifted within words.)	N
		4.1.d.2 Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).	I can form my joined writing so that the slope is even and the spacing between words and lines makes it clear and readable.	66	Can you show me in your everyday writing how your slope is even and the descenders of one line are not touching the ascenders of the line below? (Do not assess this in handwriting exercise books if pupils use them.)	N
2) Writing – Transcription	a) Contexts for Writing	4.2.a.1 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	I can look at good examples of writing, identify the features that make them work and then use those features to support me to write a similar text.	66	Can you show me how you found the features of this text and used them to help you write your own? (Pupils may have highlighted and annotated a good example and named and listed the features as a 'toolkit' for their writing.)	N

# Year 4: Writing statements and mastery questions

Domain: Writing						
Dimension	Sub-dimension	Progression statement	'I can' statement	Pupil page	Mastery questions	NAHT key performance indicator (Y/N)
2) Writing – Transcription	b) Planning and Drafting Writing	4.2.b.1 Plan their writing by: discussing and recording ideas.	I can work with a writing buddy to plan my writing and jot down ideas to help me remember what I want to include.	66	Can you show me where you planned with your writing buddy? Did you use all those ideas? Can you show me where they are in the piece you wrote afterwards?	N
			4.2.b.2 Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).	I can say each sentence aloud before I write it, adding interesting words and using all the different sentence types I have been taught.	66	Do you remember to speak each sentence aloud before you write it? Do you make changes and improvements even before you write it the first time? Do you use all the different sentence types you have been taught? Can you show me a piece where you are particularly proud of the adventurous vocabulary and variety of sentence types you have used?
		4.2.b.3 Draft and write by: organising paragraphs around a theme.	I can plan and organise my writing to produce themed paragraphs.	66	Can you show me where you have planned and written a paragraph around a theme? What was the theme and how did you plan the writing?	Y
			4.2.b.4 Draft and write by: in narratives, creating settings, characters and plot.	I can plan and write a story with a vivid setting, convincing characters and a plot that makes sense.	66	Can you show me a plan and a story with a vivid setting, convincing characters and a plot that makes sense?

# Year 4: Writing statements and mastery questions

Domain: Writing						
Dimension	Sub-dimension	Progression statement	'I can' statement	Pupil page	Mastery questions	NAHT key performance indicator (Y/N)
2) Writing – Transcription	b) Planning and Drafting Writing	4.2.b.5 Draft and write by: in non-narrative material, using simple organisational devices (e.g. as <i>headings and sub-headings</i> ).	I can plan and write a non-fiction text that is organised using features to help the reader understand.	66	Can you show me a non-fiction text you have written that is organised using features to help the reader understand? Can you name all the features you used?	N
	c) Editing Writing <sup>5</sup>	4.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.	I can work with a writing buddy to assess the effectiveness of my writing against our success criteria and make changes and improvements that have been suggested.	67	Do you work well with your writing buddy? Can you show me any changes or improvements you made that your buddy suggested? Did your buddy make any of the improvements you suggested? How do you think the changes you made improved the impact of your writing?	N
		4.2.c.2 Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	I can work with a writing buddy to improve grammar and vocabulary and to use pronouns to avoid repetition while making my meaning clear.	67	Can you show me where you have improved your grammar or vocabulary or your use of pronouns as a result of editing your work?	N

<sup>5</sup> The activity of proofreading for errors in grammar, spelling and punctuation is essentially unchanged across the age range. Progression lies in the growing knowledge they bring to bear on the task. A pupil should not be assessed as meeting or exceeding expectations unless they can demonstrate that they are applying their recently acquired, age-expected knowledge to the task as well as drawing on all their earlier learning. Pupils should be expected to feed back appropriately to others and to make corrections in their own writing.

# Year 4: Writing statements and mastery questions

Domain: Writing						
Dimension	Sub-dimension	Progression statement	'I can' statement	Pupil page	Mastery questions	NAHT key performance indicator (Y/N)
2) Writing – Transcription	c) Editing Writing	4.2.c.3 Proofread for spelling and punctuation errors.	I can proofread my own or my writing buddy's work for spelling and punctuation errors and make the necessary changes before my teacher sees my work.	67	Can you show me in your writing where you have made necessary corrections to your spelling or punctuation after proofreading and before you handed in your work?	Y
	d) Performing Writing	4.2.d.1 Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	I can read my writing aloud to a group or to the whole class, holding their attention and making my meaning clear.	67	Can you read this piece aloud to the group/class, holding their attention and making your meaning clear?	N
3) Writing – Vocabulary, Grammar and Punctuation	a) Vocabulary	4.3.a.1 Form nouns using prefixes ( <i>super-</i> , <i>anti-</i> ).	I can form new nouns using prefixes I have been taught.	67	Can you show me in your writing where you have used new nouns using prefixes you have been taught? (Be sure to direct the pupil to search their independent writing for examples, not written exercises or worksheets they may have done at your instigation.)	N



# Year 4: Writing statements and mastery questions

Domain: Writing						
Dimension	Sub-dimension	Progression statement	'I can' statement	Pupil page	Mastery questions	NAHT key performance indicator (Y/N)
3) Writing – Vocabulary, Grammar and Punctuation	a) Vocabulary	4.3.a.2 Word families based on common words ( <i>solve, solution, dissolve, insoluble</i> ).	I can identify and use words that belong together as a family based on a common root word and use them in my writing to make my meaning clear and exact.	67	Can you show me in your writing where you have used words that belong together as a family? (Be sure to direct the pupil to search their independent writing for examples, not written exercises or worksheets they may have done at your instigation.)	N
	b) Grammar	4.3.b.1 Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	I can decide when to use a pronoun instead of a noun in my writing to avoid repetition while keeping my meaning clear.	67	Can you show me in your writing where you have used pronouns instead of nouns to avoid repetition while keeping your meaning clear? (Be sure to direct the pupil to search their independent writing for examples, not written exercises or worksheets they may have done at your instigation.)	Y
		4.3.b.2 Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> .	I can use the conjunctions I have been taught to combine more than one idea in a sentence and my sentences are structured differently by using different conjunctions.	67	Can you show me in your writing where you have used the conjunctions you have been taught to combine more than one idea in a sentence? Are your sentences structured differently by using different conjunctions? (Be sure to direct the pupil to search their independent writing for examples, not written exercises or worksheets they may have done at your instigation.)	N

# Year 4: Writing statements and mastery questions

Domain: Writing						
Dimension	Sub-dimension	Progression statement	'I can' statement	Pupil page	Mastery questions	NAHT key performance indicator (Y/N)
3) Writing – Vocabulary, Grammar and Punctuation	b) Grammar	4.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause (KPI uses fronted adverbials).	I can use conjunctions, including adverbs, including fronted adverbials, and prepositions to tell my reader when and why things happened.	68	Can you show me in your writing where you have used conjunctions, adverbs, including fronted adverbials, or prepositions to tell your reader when and why things happened? (Be sure to direct the pupil to search their independent writing for examples, not written exercises or worksheets they may have done at your instigation.)	Y
		4.3.b.4 Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense (KPI uses standard English forms for verb inflections instead of local spoken forms).	I can choose which form of the past tense to use to help my reader understand the order of events in my writing.	68	Have you used both past tense forms (e.g. <i>they went/they have gone</i> ) in your writing? Can you explain why you chose each one and what difference it made? (Be sure to direct the pupil to search their independent writing for examples, not written exercises or worksheets they may have done at your instigation.)	Y
	c) Punctuation	4.3.b.5 Use the correct form of <i>a</i> or <i>an</i> .	I can decide whether to use <i>a</i> or <i>an</i> in front of a noun.	68	Which of these vehicle names ( <i>fire engine, taxi, ambulance, police car, express train</i> ) needs <i>an</i> , not <i>a</i> , in front of it?	N
4.3.c.1 Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.		I can punctuate direct speech correctly, using commas after fronted adverbials, and I rarely make a mistake.	68	Can you show me in your writing where you have used and punctuated direct speech effectively and correctly or used a comma after a fronted adverbial? (Be sure to direct the pupil to search their independent writing for examples, not written exercises or worksheets they may have done at your instigation.)	Y	