



# Feedback and Marking Policy

Version Number	V1
Date Adopted by Governors	January 2023
Scheduled Review Date	Spring 2025
Statutory or Best Practice Policy	Best Practice
School or Trust Policy	School

We want to ensure that your needs are met.  
If you would like this information in any other format, please contact us on  
01637 303106 or email [info@kernowlearning.co.uk](mailto:info@kernowlearning.co.uk).

Date adopted:	Jan 2023
Date to be reviewed:	Spr 2025

### Why do we need a Feedback and Marking Policy?

The aims of this policy are to give clear guidance Beacon Academy’s approach to formative and summative assessment, with the primary purpose to create a consistent approach across our school. It identifies how the school are committed to reporting the progress of their children to parents, and most essentially, to identify misconceptions to inform future teaching for our children.

### What feedback happens at Beacon?

#### Verbal feedback:

This happens during a lesson. It may be individual, for a group or to the class. This will be recorded in books in order to see an improvement of their understanding. ‘Verbal feedback’ stamps are used to show where children have had support in a lesson.

#### ‘Light touch marking’

In all subjects, a star stamp will be used to show correct answers and the learning intention will be highlighted according to the children’s achievement of the lesson against the learning intention.

#### Written feedback in English:

- ★ Beacon’s agreed Marking Policy is inside the front cover of the English, Science, Geography and History books (see page 18).
- ★ Before the start of a text in English, children write a ‘cold task’. This is marked by the teacher identifying their next step for writing (see page 19). These will be taught throughout the writing process and reassessed after writing a ‘hot task’. Again, these will be highlighted for a child’s achievements to see progress.
- ★ Whenever the children write in English, their work is marked the same day. The teacher will assess their writing against a marking ladder which focuses on grammar to improve their writing. Prior to this, the children have self-assessed their own writing.
- ★ Each piece of writing is marked with a star showing evidence good writing skills. Additionally, a comment will clarify the good aspects of the writing. In order to push their writing forward, a ‘BeBrilliant’ comment will ask the child to do a short task. The child will respond to this in purple. Key spellings will also be identified using Beacon’s marking policy. Again, the children will respond to these in purple.
- ★ When a child is working within a guided group for writing, this will be identified with a ‘Guided writing’ stamp. This work will be working with the teacher, targeting individual next steps in writing.

### Written feedback in maths:

- ★ Beacon's agreed Marking Policy for Maths is inside the front cover of the Maths books (see page 8).
- ★ Before the start of an area of maths, children complete a 'cold task'. This is marked with the children and allows the teacher to identify misconceptions prior to teaching the area of maths (see page 20). These will be taught throughout the lessons and reassessed by the completion of a 'hot task'. Again, these will be highlighted for a child's achievements and therefore showing the progress made and further identifying the need for targeted intervention.
- ★ Teachers will assess formatively in lessons using a 'Verbal feedback' stamp at the point of need. This is to encourage progress from the children within a lesson.
- ★ There is not the necessity for written feedback in maths because the structure of the maths lessons requires each question, in the independent work, to build and push learning on from the previous. If a child completes a question incorrectly, there will be evidence of the child using purple pen to address their mistake, prior to moving onto the next question.

### Written feedback across the curriculum (Science, History, Geography):

- ★ All learning intentions are skill specific for the subject being taught. When there is an opportunity to write a sustained piece of writing, there will be a separate learning intention focusing on writing skill being applied. After the lesson, each learning intention will be highlighted according to the children's achievement for the curriculum skill and the writing focus.
- ★ The English marking policy is applied to the writing which will include a star showing evidence of good writing skills, a comment clarifying the good aspects of the writing and a 'BeBrilliant' comment will ask the child to do a short task. The child will respond in purple.
- ★ Across all lessons, key spellings will be a focus, especially those spellings identified for that unit of work. Again, the children will respond to these in purple.
- ★ If a subject does not include an opportunity for cross-curricular writing in a particular unit, at least one 'BeBrilliant' comment will ask the child to do a short task. The child will respond to this in purple.

**What will the written feedback look like in Reception books?**


Written feedback in English:

Teacher highlighting achievement against the learning intention

BeBrilliant

W/C: 10<sup>th</sup> October

We are learning to write the initial sounds.



p (p)ig  
h (h)ouse  
s (s)tick  
b (b)ush

Daytona was able to identify the initial sound in all of the words & find them on the soundmat.

Children responding in pencil

Teacher marking in green explaining the level of support given

**What will the written feedback look like in KS1 books?**

Written feedback in English – scaffolded marking ladder:

The image shows a child's writing book with the following elements and callouts:

- Teacher highlighting achievement against the learning intention:** A callout box points to the top of the page where the learning intention is written in orange: "We are learning to write the ending of a tale of fate focusing on openings and endings."
- Teacher assessing against the grammar foci – use of the star stamp for positives:** A callout box points to a grid of grammar foci (e.g., "Show character feelings", "Give interesting detail about when things happen") where a star stamp is placed next to "Give interesting detail about when things happen".
- Verbal feedback given during the lesson:** A callout box points to a purple speech bubble containing the text "Verbal feedback given".
- Children responding in purple:** A callout box points to the child's handwritten response in purple ink: "felt felt felt felt something something something something".
- Teacher marking in green:** A callout box points to green stars marking key spellings and BeBrilliant comments. The BeBrilliant comment "BeBrilliant" is written in green above the child's response.

The child's handwritten text in the book reads: "As quick as a slash it became crystal clear she was not a geko aster all she was a dragon in that saraw land she thelt elated at she never need to swim aigen. She cu do swim somethink Better, much Better she could sly."

Written feedback in English – differentiated marking ladder – example 1:

Teacher highlighting achievement against the learning intention

Guided writing stamp used when teacher has directly work with a child, focussing on their next steps

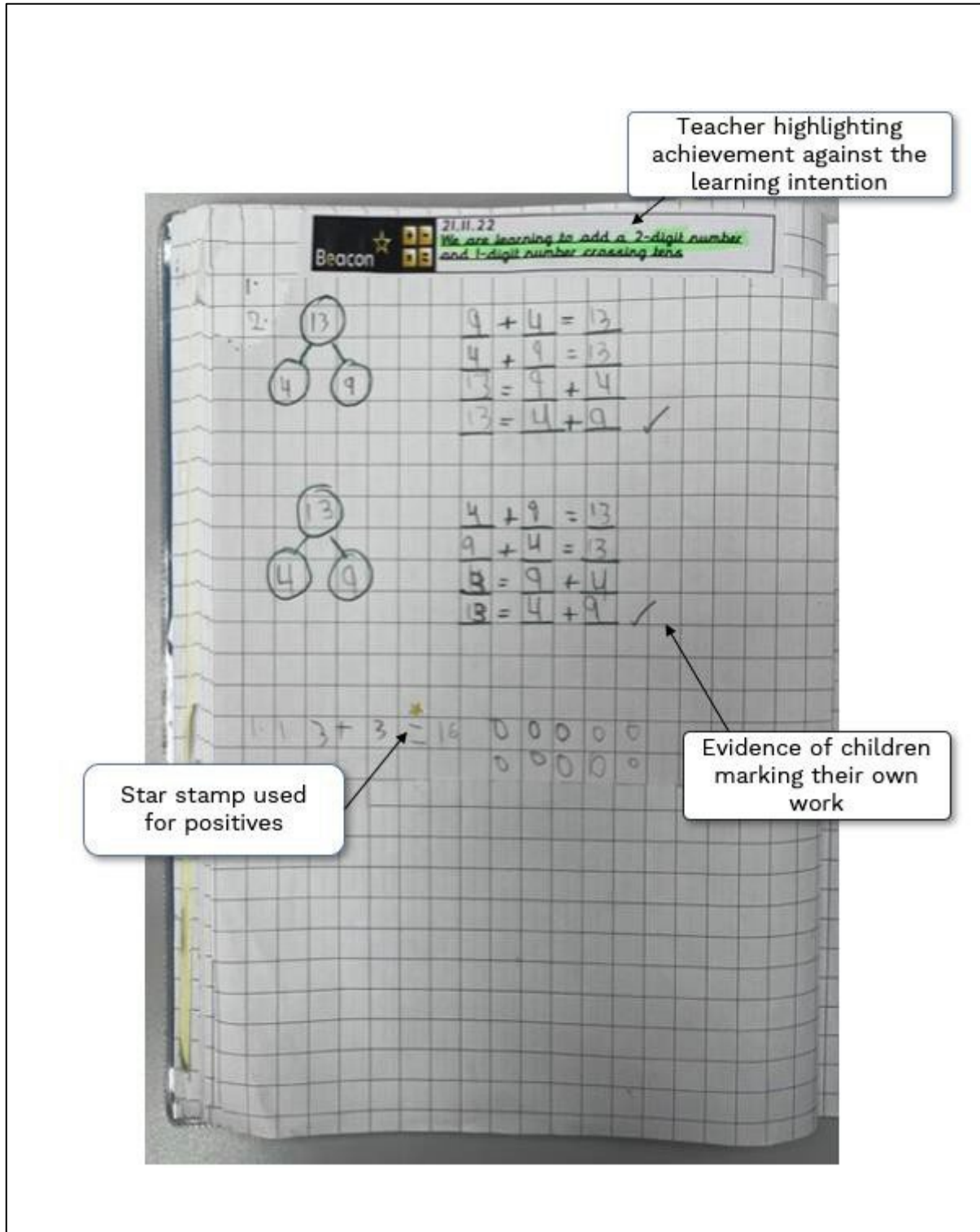
Teacher assessing against the grammar foci – use of the Star stamp for positives

Star stamp for positives

Children responding in purple

Teacher marking in green:  
 ★ Key spellings  
 ★ BeBrilliant comment to push writing on

Written feedback in maths:





**What will the written feedback look like in KS2 books?**

Written feedback in English – marking ladder - working in year (self-assessment):

Teacher highlighting achievement against the learning intention

Teacher, peer or self-assessing against the grammar foci

Children responding in purple

Verbal feedback given during the lesson

Written feedback in English – marking ladder - working in year (peer-assessment):

Teacher highlighting achievement against the learning intention

Teacher using the 'Guided write', stamp to show children have received direct feedback at the point of learning

**BeBrilliant** ★ Friday 1<sup>st</sup> July 2022

My partner thinks...	We are learning to write the build-up of a defeating the monster tale, focusing on action.	I think
✓	Range of adverbial openers (time, place, where, how)	—
✓	Alliteration for effect	—
—	List of three for impact	—
✓	Suggest characters attitude linked to action.	—
—	Challenge: Describe the setting in relation to MC's mood.	—

**BeBrilliant** ★ *consider a different opener*

Terrified and hearing the echoes of his name, Harry's eyes scanned the prized possession - the dragon egg. The egg sat nestled in a bed of moss, Harry trying to lure Harry in, but then the out of nowhere, the dragon's & gigantic tail struck where Harry once stood. I immediately, Harry leap out of way of the dragons first second strike. The beast continued to bombard Harry with balls of flame struggling to cope Harry hid behind a boulder. How would he survive?

**Beacon** ★ Peer assessed

*List of three for impact  
Nice describing and handwriting*

Teacher marking in green:

- ★ Clarification / scribing
- ★ Key spellings
- ★ 'BeBrilliant' comment to push writing on

Star stamp used for positive, good evidence of writing skills

Children responding in purple pen

Written feedback in English – scaffolded marking ladder:

The image shows a student's 'BeBrilliant' writing journal page. At the top, the date is 'Tuesday 4<sup>th</sup> October 2022'. The learning intention is highlighted in yellow: 'We are learning to write the opening to a wishing tale focusing on dialogue'. A checklist below shows progress on grammar foci: 'Capital letters and full stops', 'Adjectives - Expanded noun phrases', 'Fronted adverbials (don't forget the comma)', and 'Speech'. A 'Challenge' box asks to 'Include an adverb'. The 'Opening' section contains a prompt: 'MC wants something badly.' and a word bank: 'New challenge, luckily, King of Athens, Minotaur, pleaded, trophy, spoke confidently, prize, liar, dark maze, monster in the centre.' Handwritten student work includes a paragraph starting 'At first... they... I will...'. A 'BeBrilliant' star is placed above the student's work with the comment 'Can you add an adverb?'. A speech bubble says 'Verbal feedback given'. Purple ink is used for student responses. Green stars mark key spellings and the BeBrilliant comment.

Teacher highlighting achievement against the learning intention

Teacher assessing against the grammar foci – use of the star stamp for positives

Star stamp for positives

Verbal feedback given during the lesson

Children responding in purple

Teacher marking in green:  
★ Key spellings  
★ BeBrilliant comment to push writing on

Written feedback in English – differentiated marking ladder:

Teacher assessing against the grammar foci – use of the star stamp for positives

Teacher highlighting achievement against the learning intention

Children responding

Teacher marking in green:

Written feedback in maths:

Teacher highlighting achievement against the learning intention

Evidence of children marking their own work

Teacher using the star stamp for positives / correct answers to problems

Beacon Academy 04.01.2023  
As mathematicians, we are learning about square numbers.

6  $7 \times 7 = 49$   $300 + 100 = 400$  ✓  
3.5

7  $200 + 600 + 10 = 800$  ✓  
200

8  $300 + 100 + 400 = 800$  ✓

9  $4 \times 5 = 20$  ✓  
400 50 6

10  $(6 \times 1) + 6 \times 10 + (2 \times 100) + 4 \times 10 = 346$  ✓

a. No  $0 \times 0 = 0$  ✓  
0 = 0  
0 = 0  
0 = 0  
Not a square number  
because you can't  
be 0 in the world

b. Yes  $0 \times 0 = 0$  ✓  
0 = 0  
0 = 0  
0 = 0  
A square number  
because it has  
an 0 in the middle.

Whitney is working out a calculation.  
 $2 \times 4 = 14$   
What mistake has Whitney made?

The arrays below show a sequence.  
a) Complete the number sentences. Use the arrays to help you.  
1 = 1 = 1   2 = 2 = 4   3 = 3 = 9   4 = 4 = 16

b) What do these numbers have in common?  
c) Draw the next two numbers in the sequence and write a number sentence for each.  
d) What would the next four numbers in the sequence be?

**What will the written feedback across the curriculum look like in KS1 books?**

Written feedback in history:

Teacher highlighting achievement against the learning intention

What made Christopher Columbus and Neil Armstrong good explorers? Thursday 24th November 2022

Beacon *As historians, we are learning to demonstrate our understanding of the key features of events by asking and answering questions.*

Write a question to each explorer:  
Christopher Columbus      Neil Armstrong

What did you eat on the boat? \* why did you write so so close? \* How did you sleep on the boat? \* Why did you take better gold? \* how was your name pronounced? \* Why did you want to be an explorer? \*

Christopher columbus eat ~~stew~~ and ~~tatare~~

BeBrilliant \* boy ←

What did Christopher Columbus eat on the boat?

Teacher using the star stamp for positives

Children responding in purple

Teacher marking in green:

- ★ Key spellings
- ★ BeBrilliant comment to push writing on



Written feedback in science:

Teacher highlighting achievement against the learning intention

Teacher using the star stamp for positives

Teacher marking in green:  
★ Key spellings

Written feedback in history:

Teacher highlighting achievement against the learning intention for the subject focus (history)

What was life like during The Blitz? Thursday 9th June 2022

Beacon As historians, we are learning to understand how people kept themselves safe during the Blitz

Here is a list of some of the things I have learnt about evacuation during WW2:

- 1.5 million children were evacuated in the first 3 days.
- Some children were treated unfairly (they were treated like slaves).
- They had to have a pass stamp with them. ★

Sp: families  
- families  
- families  
- families

Evacuation was a terrible experience for some children because they had to leave their families. Whereas, other children enjoyed it because they were being escorted to a safer place. ★

Children responding in purple pen

Star stamp used for positive, good evidence of writing skills or use of key subject vocabulary / facts

Teacher marking in green:  
★ Clarification / scribing  
★ Key spellings from Knowledge Organiser / Never Heard The Word grid

Written feedback across the curriculum – ‘Independent application’ examples:

LKS2 example – geography and writing learning intentions:

UKS2 Differentiated

**Teacher highlighting achievement against the learning intention**

**Children responding / editing in purple**

**Teacher using the star stamp for use of the toolkit**

**Teacher marking in green: Key spellings, BeBrilliant comment to push writing on**

**Children assessing purple**

**Teacher using the star stamp for positives**

**Teacher using the Verbal feedback stamp – support during point of learning**

example:

UKS2 example – history and writing learning intentions:

**Teacher using the star stamp for use of the toolkit**

**Teacher highlighting achievement against the learning intention**

**Teacher using the star stamp for use of the toolkit**

**Children responding / editing in purple**

**Teacher using the star stamp for positives**

**Teacher using the English Marking Policy for Independent application**

**Teacher marking in green: Key spellings, BeBrilliant comment to push writing on**

**Children assessing purple**

**English/curriculum and maths marking policies**

**Beacon**  
English Policy for Books

**Book layout for T4W books only:**

Marking ladder for each piece of writing:

My teacher thinks	Monday 7 <sup>th</sup> November 2022 <i>As writers, we are learning to write the opening to a writing task, focusing on dialogue</i>	I think
★	Capital letters and full stops	✓
★	Sentence opens to show time (don't forget the comma)	✓
★	One or two pieces of dialogue, fully punctuated	✓
★	Verbs for dialogue to show the feeling of the character	✓
✓	CHALLENGE: Sentence opener in speech (conjunction)	✓

'My teacher thinks' Use a star stamp for evident and a dash for not  
'I think' Children to underline their writing in the colour  
'My partner thinks' colour

**All marking – every day for children to respond to**

**LI highlighted** LI not/partially/fully achieved in lesson  
**LI highlighted** LI achieved with greater depth evident on marking ladder

★ **comment** Evidence of marking ladder, positive comment and reward presentation

**BeBrilliant** ★ STAMP, comment for the children to respond to which pushes writing on

STAMP, to show who the teacher has been working with to push writing on

T	Tense	CL	Capital letter
SP	Spelling	^	Missing word
G	Grammar	(hp)	Reward
I	Independent work	S	Supported work

*made made* Purple pen – Children's responding to spellings and **BeBrilliant** ★ comments

All English, books have the English Marking Policy inside the front cover

**Beacon**  
Maths Policy for Books

**Book layout:**

*As mathematicians, we are learning to ...* Learning intention, underlined, in cursive

14.11.2022 Date and 3 square margin (KS1/KS2)

**Beacon** ★ *As mathematicians, we are learning to add with renaming* 14.11.2022

**Marking:**

**LI highlighted** In books, LI not achieved in lesson

**LI highlighted** In books, LI partial achieved LI in lesson

**LI highlighted** In books, LI fully achieved is lesson

**LI highlighted** In books, LI achieved with greater depth

★ • Correct/marking learning line  
Dot for incorrect (no crosses)

(hp) Green pen - Positive comment

(hp) STAMP – Verbal feedback

(hp) Guided group stamp – teacher working with a group

(I) (S) Independent / supported learning

*I think* ✓ • Purple pen – All children's editing /explaining/marking (tick or dot)

All Maths books have the Maths Marking Policy inside the front cover of the Maths books.

**Beacon**  
Science, History and geography for Books

**Book layout for writing across the curriculum:**

Learning intention for the geography, history or science focus  
Learning intention for a writing focus  
*How can we create an effective reading?* Monday 2<sup>nd</sup> May 2022  
*As geographers, we are learning why National Parks are important*  
*We are learning to use causal conjunctions*

**Marking for cross curricular writing**

**LI highlighted** LI not/partially/fully achieved in lesson, against the correct learning intention

**LI highlighted** LI achieved with greater depth evident on marking ladder, against the correct learning intention

★ **comment** Evidence of marking ladder, positive comment and reward presentation, against the correct learning intention

**BeBrilliant** ★ STAMP, a comment for the children to respond to which pushes writing on

STAMP, to show who the teacher has been working with to push writing on in a specific subjects

T	Tense	CL	Capital letter
SP	Spelling – subject specific form NHTW	^	Missing word
G	Grammar	(hp)	Reward
I	Independent work	S	Supported work

*made made* Purple pen - Children's responding to spellings and **BeBrilliant** ★ comments

Science, Geography and History books with have the Marking Policy, based on the English Policy, inside the front cover of the 3 subjects

The Marking policies are there to ensure that all teaching staff are using a consistent approach to giving feedback to the children. This means that the children with understand the feedback from year to year.

## How is writing assessed?

### Formative assessment:

Before the beginning of a new English text, every child will write a 'cold task' for either a narrative or non-fiction. From this the children will be given 3 targets to achieve by the end of the unit.

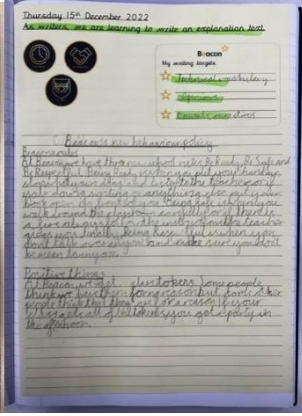
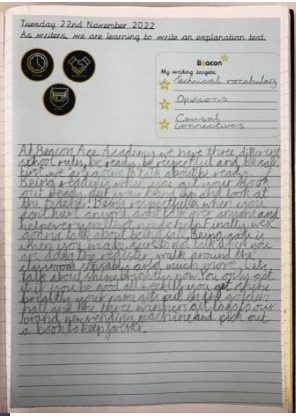
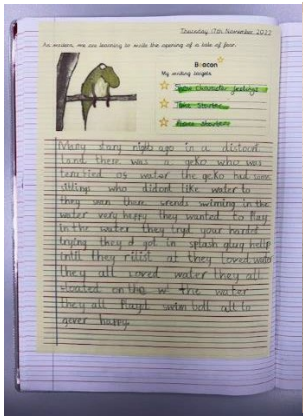
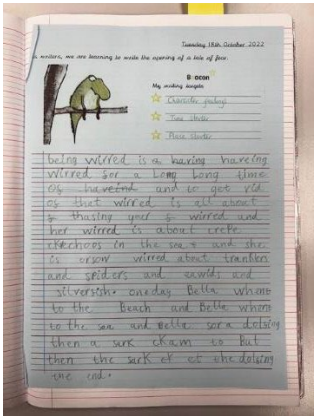
Each narrative is a text type, such as; 'a journey story' and with a 'toolkit' focus, such as; suspense, characterisation and dialogue.

Every term, a child will write a narrative and non-fiction piece, so by the end of the year, they will have written 6 narrative and 6 non-fiction pieces. They will also have included poetry.

The 'cold task' is before the teacher input. After the teaching input (usually 3 weeks) they will then complete a 'hot task'. This is used to assess the progress of each child against their 3 targets. These are highlighted according.

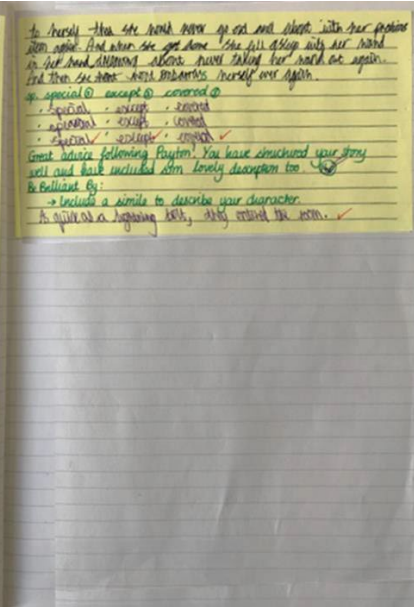
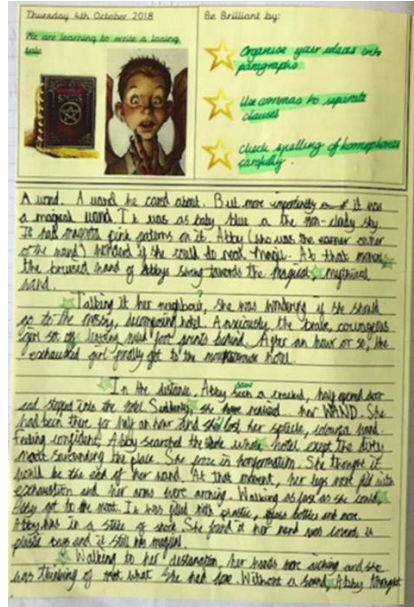
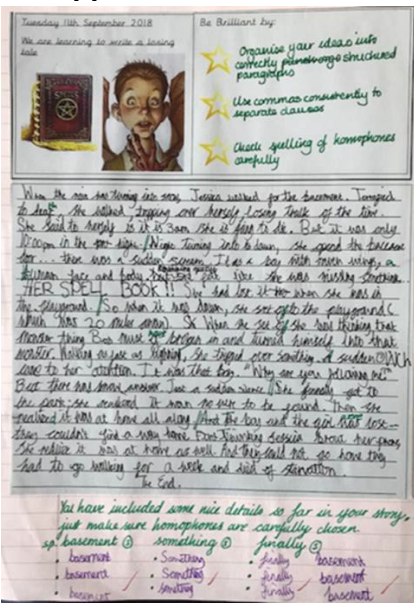
### Examples of 'cold' and 'hot' tasks

#### KS1 – Year 2:



#### Lower KS2:

#### Upper KS2 – Year 6:



Before the beginning of a new math focus, every child will do a 'cold task'; a task before any teacher input.

The questions will test mental knowledge needed, fluency of this as well as problems and opportunities for applying their knowledge through reasoning. From this the learning outcomes for the maths focus will be highlighted according to achievement.

After the teaching input, the children will then complete a 'hot task'. This is used to assess the progress of each child against the focus' objectives. These are highlighted again according to achievement.

The aim is to show progress for every child, across every maths focus. Every maths focus will have a 'cold' and 'hot' task. This happens from Year 1 to Year 6.

Formative assessment using success against the learning intentions is used to form an overall judgement over all areas of the maths taught in a term. At the end of the year, these will show the understanding of each child against the 'end of year' expectation.

### Examples of 'cold' and 'hot' tasks

#### KS1

Year 2  
Addition and subtraction  
Cold Task  
10.10.22

1. Complete the part-whole models

2. Use the bar model to complete the number sentences

3. Complete the missing boxes

4. Jack makes this number: 100  
May makes this number: 10  
What is the total of their numbers?

Year 2  
Place Value  
Hot Task  
10.10.22

1. How many cookies are there?  
14

2. Match the numerals to the correct word

3. Complete the part-whole models

4. Circle the greatest number  
18 27 33 19 23

KS2

**Y6 objectives**  
Multiplication and Division  
17.10.2021

Perform increasingly large mental calculations (1,2)  
Use order of operations to carry out calculations with all 4 operations (3)  
Multiply up to 4-digits by 2-digits using long multiplication (4,5,6)  
Divide up to 4-digits by a 2-digit number using long division; remainders appropriate to context (7)  
Divide up to 4-digits by a 2-digit number using short division; remainders appropriate to context (7)  
Solve problems with multiplication and division (6,8)

1. Mentally calculate

a.  $3 \times 50$   ✓  
 b.  $132 \times 3$   ✓  
 c.  $221 \times 4$   ✓  
 d.  $121 \times 40$   ✓

e.  $360 \div 60$   ✓  
 f.  $287 \div 7$   ✓  
 g.  $8145 \div 9$   ✓  
 h.  $864 \div 8$   ✓

F  4 marks

2. Write down the multiplication and division facts for this bar model:

$1248 \div 4 = 312$  ✓  
 $312 \times 4 = 1248$  ✓  
 $1248 \div 312 = 4$  ✓  
 $4 \times 312 = 1248$  ✓

F  2 marks

3. Calculate the following using the order of operations:

a.  $17 + 3 \times 6$   ✓  
 b.  $8 + 3 \times 2 - 4$   ✓  
 c.  $(10 - 6) \times 4$   ✓  
 d.  $(2 + 5) \times 22$   ✓

F  2 marks

4. Calculate the 2 multiplications:

4	6	8
x		6
2	8	0
8	4	8

2	4	1	7
x			4
8	6	6	8
9	6	6	8

F  2 marks

**Y6 objectives**  
Multiplication and Division  
29.11.2022

Perform increasingly large mental calculations (1,2)  
Use order of operations to carry out calculations with all 4 operations (3)  
Multiply up to 4-digits by 2-digits using long multiplication (4,5,6)  
Divide up to 4-digits by a 2-digit number using long division; remainders appropriate to context (7)  
Divide up to 4-digits by a 2-digit number using short division; remainders appropriate to context (7)  
Solve problems with multiplication and division (6,8)

1. Mentally calculate

a.  $3 \times 60$   ✓  
 b.  $232 \times 3$   ✓  
 c.  $420 \times 6$   ✓  
 d.  $230 - 122$   ✓

e.  $420 + 390$   ✓  
 f.  $355 - 228$   ✓  
 g.  $4928 \div 7$   ✓  
 h.  $2460 \div 12 \times 20$   ✓

F  4 marks

2. Write down four multiplication and division facts for this bar model:

$412 \times 4 = 1648$  ✓  
 $1648 \div 4 = 412$  ✓  
 $4 \times 412 = 1648$  ✓  
 $1648 \div 412 = 4$  ✓

F  2 marks

3. Calculate the following using the order of operations:

a.  $13 + 3 \times 12$   ✓  
 b.  $7 + 3 \times 12$   ✓  
 c.  $(5^2 + 5) \times 4$   ✓  
 d.  $(81 \div 9) \times 2$   ✓

F  2 marks

4. Calculate the 2 multiplications:

3	6	9
x		6
2	2	1
1	6	5

3	6	1	8
x			4
1	6	6	7
1	6	6	7

F  2 marks

**How do we formally assess the children against ARE (age expected expectations)?**

The statutory assessments for children through school are:

**EYFS:**

- ★ Ongoing assessment (observations) against the ELG (Early Learning Goals)

**Year 1:**

- ★ Phonic Screening – one to one sessions of phonic skills

**Year 2:**

- ★ SATs Reading, GPS (Grammar, Punctuation and Spelling) and Maths

**Year 6:**

- ★ SATs Reading Paper
- ★ SATs GPS (Grammar, Punctuation and Spelling) Paper
- ★ SATs Maths: Paper 1 – Arithmetic and Papers 2/3 – Reasoning

**Other testing and reporting to parents at Beacon:**

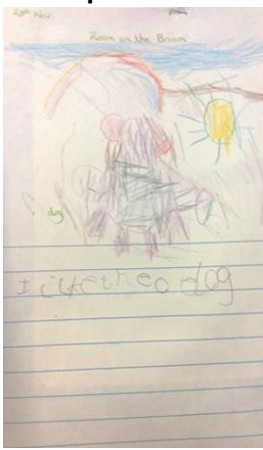
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Years	Star Reader Star Maths	Star Reader Star Maths	Star Reader Star Maths	Star Reader Star Maths	Star Reader Star Maths	Star Reader Star Maths
Reporting to parents		Parents Evening		Report / Parents evening		Parents evening EYFS profile KS1 SATs KS2 SATs



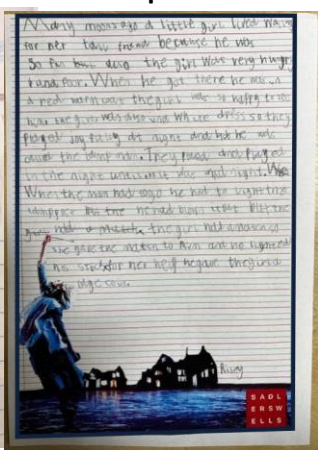
Summative assessment for writing:

Every half term, all children will be asked to plan, write and redraft a piece of writing. This writing is then assessed against age expected objectives.

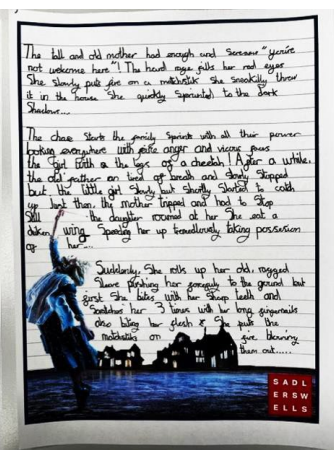
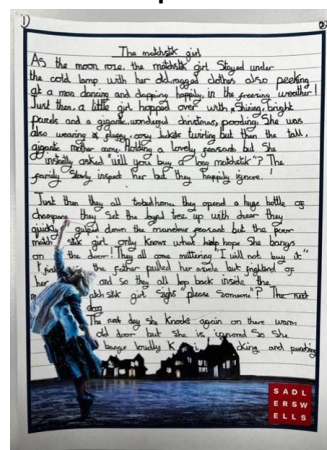
Example of EYFS



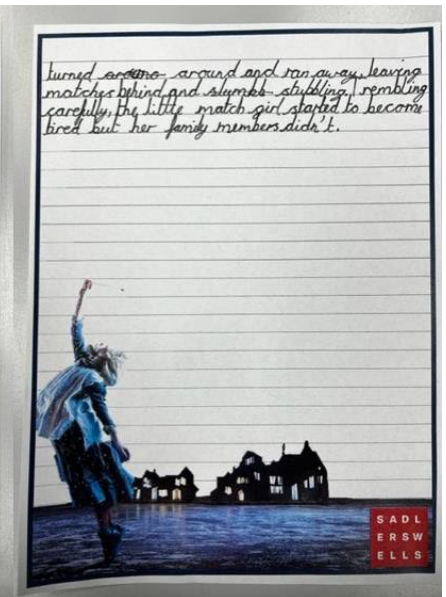
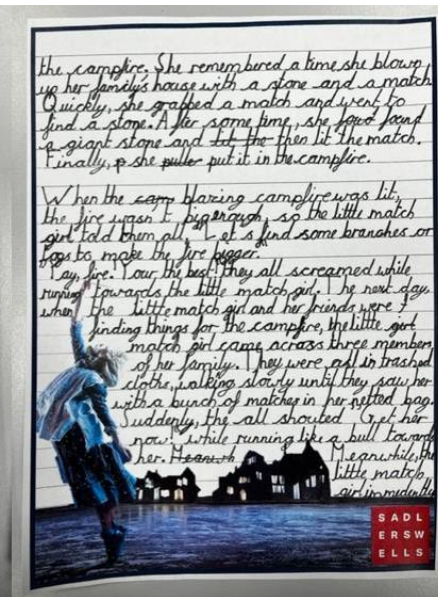
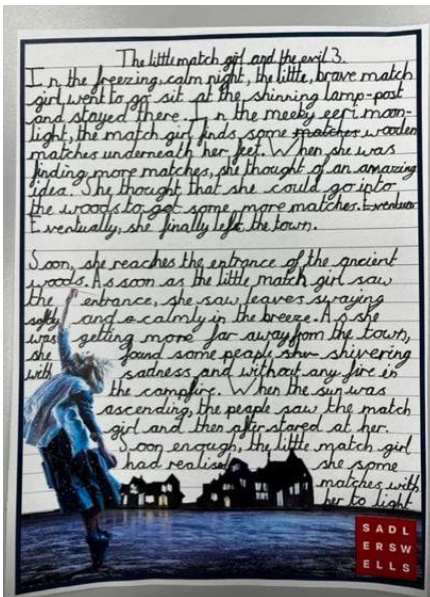
Example from Year 2



Example from LKS2 - Year 4



Example from Upper KS2



Example of assessment sheet working at the Expected level at the end of the year



Year 5: Evidence Gathering Grid (EGG)

Name: <span style="background-color: black; color: black;">[REDACTED]</span> Two year 4 targets – handwriting and range of conjunctions		Date/title/book:							Across the collection		
		1	2	3	4	5	6	7			
COMPOSITION: PURPOSE & AUDIENCE	Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text).										
	In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').										
	Use dialogue in narratives to convey character or advance the action.										
	Use a range of devices to build cohesion within and across paragraphs: <ul style="list-style-type: none"> <li>secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition;</li> <li>link ideas using adverbials of time, place and number;</li> <li>link ideas using tense choices (e.g. <i>he had seen her before</i> instead of <i>he saw her before</i>).</li> </ul>										
	Make choices in drafting and revising writing, showing understanding of how these enhance meaning.										
	Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).										
GRAMMAR	Select appropriate grammar and vocabulary to change and enhance meaning:	use a range of verb forms, particularly the perfect, to mark relationships of time and CIU e.									
		use modals and adverbs to indicate possibility.									
		convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.									
		use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4).									
PUNCTUATION	Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4).										
	Indicate parenthesis using brackets, commas or dashes.										
	Use punctuation to ensure meaning is clear, particularly commas for clarity.										
TRANSCRIPTION	Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> <li>common exception words from KS1;</li> <li>Year 3/4 statutory words;</li> <li>previously taught homophones.</li> </ul>										
	Use and spell correctly many words from the year 5 / year 6 spelling list.										
	Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.										
	Maintain legibility in joined handwriting when writing at speed.										