

Writing Assessment Indicators

Autumn

- (TAF) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far – legibly, fluently and at appropriate speed. **(1)**
- Select appropriate form of writing for a task and other similar writing. **(2)**
- Organise ideas into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns etc.* **(3)**
- Use a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader. **(10)**
- (TAF) Begin to use different verb forms accurately. **(12)**
- Use adverbs, prepositional phrases and expanded noun phrases effectively. **(13)**
- Use layout devices to structure text appropriately, *e.g. headings, columns, bullet points or tables.* **(15)**
- Use an advanced range of conjunctions which fit the style of the writing. **(17)**
- (TAF) Begin to integrate dialogue to convey character and advance the action. **(18)**
- (TAF) Begin to take control over levels of formality, *e.g. selecting vocabulary and manipulating grammatical structures.* **(19)**
- Ensure sentences are grammatically correct through proof reading and correcting. **(21)**
- (TAF) Write effectively for a range of purposes and audiences, selecting language that shows an awareness of the reader. **(22)**
- Write and perform own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear. **(23)**
- Effectively evaluate and edit own and others' writing. **(24)**

Spring

- (TAF) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far – legibly, fluently and at appropriate speed. **(1)**
- Select appropriate form of writing for a task and other similar writing. **(2)**
- Organise ideas into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns etc.* **(3)**
- (TAF) Use all of the following punctuation mostly correctly: *inverted commas for speech, commas for clarity, brackets or commas for separation.* **(4)**
- Use hyphens to help avoid ambiguity. **(9)**
- Use a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader. **(10)**
- Make some correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons. **(11)**
- (TAF) Mostly use different verb forms accurately. **(12)**
- Use adverbs, prepositional phrases and expanded noun phrases effectively. **(13)**
- Use passive voice to affect the presentation of information within a sentence. **(14)**
- Use layout devices to structure text appropriately, *e.g. headings, columns, bullet points or tables.* **(15)**
- Use a range of main, subordinate and relative clauses to develop and explain ideas. **(16)**
- (TAF) Sometimes integrate dialogue to convey character and advance the action. **(18)**
- (TAF) Mostly take control over levels of formality, *e.g. selecting vocabulary and manipulating grammatical structures.* **(19)**
- (TAF) Use a range of cohesive devices, *e.g. repetition, ellipsis, adverbials within and across paragraphs.* **(20)**
- Ensure sentences are grammatically correct through proof reading and correcting. **(21)**
- (TAF) Write effectively for a range of purposes and audiences, selecting language that shows an awareness of the reader. **(22)**
- Write and perform own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear. **(23)**
- Effectively evaluate and edit own and others' writing. **(24)**

Summer

- (TAF) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far – legibly, fluently and at appropriate speed. **(1)**
- Select appropriate form of writing for a task and other similar writing. **(2)**
- Organise ideas into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns etc.* **(3)**
- (TAF) Use all of the following punctuation mostly correctly: *inverted commas for speech, commas for clarity, brackets or commas for separation.* **(4)**
- (TAF) Use imaginative detail and precise vocabulary included for effect, for example, to engage as well as inform in a range of writing. *(Describe settings, characters and atmosphere.)* **(5)**
- (TAF) Spell words mostly correctly from Year 5 and 6 word lists (*Appendix 1*), know the etymology of some words and use a dictionary to check the spelling of uncommon or ambitious vocabulary. **(6)**
- Add prefixes and suffixes and know more complex letter strings. **(7)**
- Spell further homophones (*listed in Appendix 1, p60.*) **(8)**
- Use hyphens to help avoid ambiguity. **(9)**
- Use a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader. **(10)**
- Use punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons. **(11)**
- (TAF) Use different verb forms accurately. **(12)**
- Use adverbs, prepositional phrases and expanded noun phrases effectively. **(13)**
- Use passive voice to affect the presentation of information within a sentence. **(14)**
- Use a range of main, subordinate and relative clauses to develop and explain ideas. **(16)**
- (TAF) Integrate dialogue to convey character and advance the action. **(18)**
- (TAF) Take control over levels of formality, *e.g. selecting vocabulary and manipulating grammatical structures.* **(19)**
- (TAF) Use a range of cohesive devices, *e.g. repetition, ellipsis, adverbials within and across paragraphs.* **(20)**
- Ensure sentences are grammatically correct through proof reading and correcting. **(21)**
- (TAF) Write effectively for a range of purposes and audiences, selecting language that shows an awareness of the reader. **(22)**
- Write and perform own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear. **(23)**
- Effectively evaluate and edit own and others' writing. **(24)**
- Identify, understand and use terminology accurately and appropriately in discussing writing and reading. **(25)**

Working at Greater Depth
Autumn

- Write effectively for the purpose and audience (22), selecting the appropriate form and drawing independently on what they have read as models for their own writing
- Consciously control the structure of sentences
- Consider how formality changes when the audience changes, adopting vocabulary and grammar appropriately
- Use the range of punctuation taught at KS2 correctly and, when necessary, use the punctuation to enhance meaning and avoid ambiguity
- Evaluate, draft and re-draft own and others writing (24)

Working at Greater Depth
Spring

- Write effectively for a range of purposes and audiences (22), selecting the appropriate form and drawing independently on what they have read as models for their own writing
- Use a non-linear structure to show assured and conscious control of formality for different shifts of time
- Independently choose vocabulary and language features appropriately for the style and tone of the text
- Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes
- Distinguish between the language of speech and writing and choose the appropriate register
- Choose to combine different text types and associated language features for effect and specific purpose
- Use the range of punctuation taught at KS2 correctly and, when necessary, use the punctuation to enhance meaning and avoid ambiguity
- Independently enhance the effectiveness of writing through reading, evaluating and redrafting

Working at Greater Depth
Summer

- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing
- Use a non-linear structure to show assured and conscious control of formality for different shifts of time
- Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes
- Distinguish between the language of speech and writing and choose the appropriate register
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- Make effective choices, revisions and purposeful omissions to impact on and interest the reader
- Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity (9)

Year 6
Autumn 1

Text
Choice



Teacher Model Text

Writing
CAP

Context: A persuasive argument in the form of a speech
Audience: Another character from the story
Purpose: To persuade and deliberately influence the reader, developing points logically and effectively

Context: A setting description with a distinct atmosphere e.g. suspense, panic
Audience: Parents
Purpose: To entertain adults, building tension through use of repetition of words, phrases and sentence structures for dramatic effect

Context: A recount in the form of a newspaper report (national broadsheet)
Audience: The general public
Purpose: To recount an event in the style of a broadsheet

Context: An explanation text (linked to wider curriculum work)
Audience: Secondary school children
Purpose: To explain a process or event

Expected Standard Focus

- Use persuasive language techniques to deliberately influence the listener, harnessing known views, interests and feelings of the audience
- Develop points logically and effectively, anticipating possible objections
- Organise ideas into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns etc.*
- Vary and manage paragraphs in a way that supports the whole structure of the text, e.g. single sentence paragraphs to secure an argument, movement of focus from the general to the more specific
- Use a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader, including using relative clauses with an omitted relative pronoun
- Begin to use different verb forms accurately.
- Use adverbs, prepositional phrases and expanded noun phrases effectively, adding detail, qualification and precision
- Use persuasive words and phrases, including emotive language, rhetorical questions and the power of three
- Use techniques such as pandering, condescension and concession
- Investigate conditionals e.g. using *if...then... might, could, would*, and their persuasive uses in deduction, speculation and supposition
- Use expanded noun phrases to concisely and factually present information
- Use an advanced range of conjunctions which fit the style of the writing
- Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty
- Use counter-argument statements to link ideas e.g. *although there are some people who would argue that...*
- Use commas, dashes and brackets to indicate parenthesis
- Begin to take control over levels of formality, e.g. selecting vocabulary and manipulating grammatical structures
- Join writing legibly and fluently with increased speed
- Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing
- Ensure sentences are grammatically correct through proof reading and correcting.
- Write and perform own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear.
- Effectively evaluate and edit own and others' writing.

- Organise ideas into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns, repetition of a concept, repetition in clause structure*
- Shape paragraphs to build tension
- Use a range of cohesive devices, e.g. repetition, ellipsis, adverbials within and across paragraphs Use repetition of words, phrases and sentence structures for dramatic effect
- Use inverted commas to accurately demarcate speech, and commas to separate reporting clauses, when using dialogue to move the action forward and show character development.
- Use a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader e.g. fronted subordinate clauses, 'ing' verb to introduce subordination, relative clauses, subordination, co-ordination, fronted adverbials, narrator's comment
- Use a range of sentence openers and vary their use throughout the writing, e.g. 'ing' verbs (on their own or followed by a clause), an adjective, pair of adjectives or list of adjectives followed by a comma, fronted adverbials (single words or phrases)
- Begin to use different verb forms accurately, selecting verb forms for meaning and effect, e.g. moving from past to present
- Use adverbs, prepositional phrases and expanded noun phrases effectively.
- Describe a setting by referring to all the senses
- Use figurative language (similes, metaphors, pathetic fallacy, micro-expressions and personification) to develop setting and evoke mood and atmosphere
- Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty
- Use an advanced range of conjunctions which fit the style of the writing
- Use commas, dashes and brackets to indicate parenthesis
- Begin to take control over levels of formality, e.g. selecting vocabulary and manipulating grammatical structures
- Join writing legibly and fluently with increased speed
- Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing
- Ensure sentences are grammatically correct through proof reading and correcting.
- Write and perform own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear.
- Effectively evaluate and edit own and others' writing.

- Organise ideas into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns*
- Include features of a broadsheet, including formal language, a formal headline (avoiding puns or jokey headlines), highly researched, factual details, a neutral and unbiased tone (reporting the facts and details without the author's opinion), an emphasis on disseminating information
- Use inverted commas to accurately demarcate direct speech, and commas to separate reporting clauses
- Use reported speech for summing up opinions and glossing over detail. Use direct for impact e.g. sharing a pertinent view or influential quote
- Use a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader e.g. fronted subordinate clauses, relative clauses (including omitted relative pronoun), subordination, co-ordination, fronted adverbials
- Use conjunctions to create contrast, concisely summarising the complexity of certain situations
- Begin to use different verb forms accurately
- Use colons to introduce a list and semicolons within lists
- Select vocabulary and grammatical structures that reflect the form of writing and the level of formality required
- Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty
- Use a range of conjunctions, adverbs and prepositions to order events, link previous ideas, and provide exemplification.
- Use commas, dashes and brackets to indicate parenthesis
- Begin to take control over levels of formality, e.g. selecting vocabulary and manipulating grammatical structures
- Join writing legibly and fluently with increased speed
- Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing
- Ensure sentences are grammatically correct through proof reading and correcting.
- Write and perform own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear.
- Effectively evaluate and edit own and others' writing.

- Organise ideas into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns etc.* Investigate how the subject noun is used repeatedly in more complex explanations to aid understanding.
- Shape paragraphs to highlight or prioritise information
- Use a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader e.g. fronted subordinate clauses, relative clauses (including omitted relative pronoun), subordination, co-ordination, fronted adverbial, embedded phrases and clauses for succinctness
- Begin to use different verb forms accurately.
- Use adverbs, prepositional phrases and expanded noun phrases effectively, adding detail, qualification and precision e.g. use adverbial phrases to link events according to chronology and cause
- Use an advanced range of conjunctions which fit the style of the writing
- Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty, e.g. using modal verbs to recommend and assert
- Use colons to introduce a list and semicolons within lists
- Use commas, dashes and brackets to indicate parenthesis
- Begin to take control over levels of formality, e.g. selecting vocabulary and manipulating grammatical structures
- Join writing legibly and fluently with increased speed
- Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing
- Ensure sentences are grammatically correct through proof reading and correcting.
- Write and perform own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear.
- Effectively evaluate and edit own and others' writing.

Stretch

- Independently adapt the piece of writing by:
 - Changing the audience
 - Changing the form e.g. letter, pamphlet, script for an advert for a charity.
 - Changing the formality e.g. formal, informal, formal speech with informal features or informal speech with formal features
 - Drawing on what they have read as models for their own writing.

- Independently adapt a section of the narrative by:
 - Changing the atmosphere, focusing on how language choices, sentence structure and grammar will change the atmosphere
 - Consciously controlling the structure of sentences
 - Drawing on what they have read as models for their own writing.

- Independently adapt the recount by:
 - Changing the form e.g. tabloid, local newspaper, online news article, script for a radio/TV news report
 - Changing the audience e.g. older, younger, local people, the nation
 - Consciously controlling the structure of sentences
 - Drawing on what they have read as models for their own writing.

- Independently adapt the explanation by:
 - Changing the form e.g. How To Guide, narrative, magazine article, cyclical diagram, flowchart, manual
 - Changing the audience e.g. older, younger, experts
 - Incorporating another form within the explanation, e.g. instructions, interview, recount, quiz, flowchart, annotated diagrams
 - Demonstrating assured and conscious control of formality when making these changes
 - Consciously controlling the structure of sentences
 - Drawing on what they have read as models for their own writing.

Year 6
Autumn 2



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| | Year 6 Autumn 2 | | |
| Text Choice | | | |
| Writing CAP | <p>Context: A recount in the form of a series of logs (electronic or handwritten) with a word limit Audience: People in the future who would like to find out about the events Purpose: To recount events in a formal, factual style with pertinent detail included</p> | <p>Context: A sci-fi narrative Audience: Year 5 Purpose: To entertain older children by using description and figurative language to create atmosphere</p> | <p>Context: A non-chronological report in the form of a children's encyclopaedia page Audience: Year 4 Purpose: To give information about a topic whilst entertaining and engaging the reader, selecting correct vocabulary and grammatical structures to reflect the level of formality</p> |
| Expected Standard Focus | <ul style="list-style-type: none"> Organise ideas into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using <i>adverbials of time and place, conjunctions, pronouns</i> Structure writing as a series of short logs, showing the passing of time and changes to personal opinion within a word limit Use direct speech to record exact words and reported speech to show others' views or opinions Write in chronological order where the chronology is indicated by layout, paragraphing and ordering as well as chronology words and phrases Use a formal, factual writing style, ensuring that all pertinent details are included Use a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader e.g. fronted subordinate clauses, relative clauses (including omitted relative pronoun), subordination, co-ordination, fronted adverbials, using a wide range of clause structures within a single sentence with layers of subordination Begin to use different verb forms accurately Use colons to introduce a list and semicolons within lists Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty Use a range of conjunctions, adverbs and prepositions to order events, link previous ideas, and provide exemplification. Use commas, dashes and brackets to indicate parenthesis Begin to take control over levels of formality, e.g. selecting vocabulary and manipulating grammatical structures Join writing legibly and fluently with increased speed Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing Ensure sentences are grammatically correct through proof reading and correcting. Write and perform own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear. Effectively evaluate and edit own and others' writing. | <ul style="list-style-type: none"> Organise ideas into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using <i>adverbials of time and place, conjunctions, pronouns, repetition of a concept, repetition in clause structure</i> Select features of narrative structure typical of the genre, e.g. starting an adventure story with a dramatic event and then providing background information Use inverted commas to accurately demarcate speech, and commas to separate reporting clauses, when using dialogue to move the action forward and show character development. Use a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader e.g. fronted subordinate clauses, 'ing' verb to introduce subordination, relative clauses, subordination, co-ordination, fronted adverbials, narrator's comment Vary sentence length to achieve a particular effect Use a range of sentence openers and vary their use throughout the writing, e.g. 'ing' verbs (on their own or followed by a clause), an adjective, pair of adjectives or list of adjectives followed by a comma, fronted adverbials (single words or phrases) Begin to use different verb forms accurately, selecting verb forms for meaning and effect, e.g. moving from past to present Use adverbs, prepositional phrases and expanded noun phrases effectively. Use figurative language (similes, metaphors, pathetic fallacy, micro-expressions and personification) to develop setting and character and evoke mood and atmosphere Use vocabulary and language to impact the reader, choosing appropriate vocabulary based on their connotations Use commas, dashes and brackets to indicate parenthesis Begin to use foreshadowing techniques through language choices Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty Use an advanced range of conjunctions which fit the style of the writing Join writing legibly and fluently with increased speed Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing Ensure sentences are grammatically correct through proof reading and correcting. Write and perform own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear. Effectively evaluate and edit own and others' writing. | <ul style="list-style-type: none"> Organise ideas into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using <i>adverbials of time and place, conjunctions, pronouns</i> Use a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader e.g. fronted subordinate clauses, relative clauses (including omitted relative pronoun), subordination, co-ordination, fronted adverbials Use a range of presentational and organisational devices to structure text and guide the reader e.g. headings, sub-headings, columns, bullets, or tables to structure texts Punctuate bullet points consistently Begin to use different verb forms accurately, including using the perfect form of verbs to show relationships in time and cause Use colons to introduce a list and semicolons within lists Use questions which engage the reader and introduce new information Use commas accurately to clarify meaning Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision Use comparative adjectives to support the expression of comparisons Use a range of conjunctions, adverbs and prepositions to order events, link previous ideas, and provide exemplification. Use commas, dashes and brackets to indicate parenthesis Begin to take control over levels of formality, e.g. selecting vocabulary and manipulating grammatical structures Join writing legibly and fluently with increased speed Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing Ensure sentences are grammatically correct through proof reading and correcting. Write and perform own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear. Effectively evaluate and edit own and others' writing. |
| Stretch | <ul style="list-style-type: none"> Independently adapt the logs by: <ul style="list-style-type: none"> Changing the audience (making the diaries personal), considering the change in style, detail, vocabulary and grammar Changing the form e.g. newspaper report (local, tabloid, broadsheet), television news report, letter or series of letters Consciously controlling the structure of sentences Drawing on what they have read as models for their own writing. | <ul style="list-style-type: none"> Independently add to the narrative by: <ul style="list-style-type: none"> Incorporating an additional non-fiction genre e.g. character writes a postcard or set of instructions, reads a newspaper report Consciously controlling the structure of sentences Drawing on what they have read as models for their own writing. | <ul style="list-style-type: none"> Independently adapt the non-chronological report by: <ul style="list-style-type: none"> Changing the form e.g. Horrible Histories style, book for younger children, Wikipedia page, web page, magazine article, interview, scientific journal Changing the audience e.g. older, younger, experts Incorporating another form within the non-fiction text, e.g. instructions, interview, recount, quiz Demonstrating assured and conscious control of formality when making these changes Consciously controlling the structure of sentences Drawing on what they have read as models for their own writing |

| Year 6 | | | |
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| Spring 1 | | | |
| Text Choice |  | | |
| Writing CAP | <p>Context: An informal series of recounts (with the form chosen by the child e.g. blogs, diaries, postcards, letters, emails) Audience: Child's choice Purpose: To recount an event in an informal style, selecting the correct vocabulary and grammatical structures to reflect the level of formality</p> | <p>Context: A non-fiction choice piece in the form of a report, choosing the audience and form for writing e.g. police report, missing person's report, newspaper report (local, tabloid, broadsheet, online), TV or radio news script) Audience: Child's choice Purpose: To recount an event in a specific style, demonstrating appropriate language choices and structural features for the chosen form</p> | <p>Context: A fiction choice piece (character description, setting description, alternative section, narrative dialogue) Audience: Parents Purpose: To entertain adults using language to evoke mood and atmosphere and develop characterisation</p> |
| Expected Standard Focus | <ul style="list-style-type: none"> Organise ideas into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using <i>adverbials of time and place, conjunctions, pronouns</i> Use a range of cohesive devices, e.g. repetition, ellipsis, adverbials within and across paragraphs Use direct speech to record exact words and reported speech to show others' views or opinions Write in chronological order where the chronology is indicated by layout, paragraphing and ordering as well as chronology words and phrases Use a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader and to develop and explain ideas e.g. fronted subordinate clauses, relative clauses (including omitted relative pronoun), subordination, co-ordination, fronted adverbials, using a wide range of clause structures within a single sentence with layers of subordination Make some correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons Mostly use different verb forms accurately Use passive voice to affect the presentation of information within a sentence Use colons to introduce a list and semicolons within lists Use all of the following punctuation mostly correctly: inverted commas for speech, commas for clarity, brackets or commas for separation. Use hyphens to help avoid ambiguity. Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty Use a range of conjunctions, adverbs and prepositions to order events, link previous ideas, and provide exemplification. Use conjunctions to create contrast concisely summarising the complexity of certain situations (e.g. of a negative experience with a positive) Use layout devices to structure text appropriately, e.g. headings, columns, bullet points or tables. Mostly take control over levels of formality, e.g. selecting vocabulary and manipulating grammatical structures Join writing legibly and fluently with increased speed Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing Ensure sentences are grammatically correct through proof reading and correcting. Write and perform own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear. Effectively evaluate and edit own and others' writing. | <ul style="list-style-type: none"> Select the appropriate style and form to suit a specific purpose and audience Organise ideas into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using <i>adverbials of time and place, conjunctions, pronouns</i> Use a range of cohesive devices, e.g. repetition, ellipsis, adverbials within and across paragraphs Use direct speech to record exact words and reported speech to show others' views or opinions Write in chronological order where the chronology is indicated by layout, paragraphing and ordering as well as chronology words and phrases Use a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader and to develop and explain ideas e.g. fronted subordinate clauses, relative clauses (including omitted relative pronoun), subordination, co-ordination, fronted adverbials, using a wide range of clause structures within a single sentence with layers of subordination Make some correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons Mostly use different verb forms accurately Use passive voice to affect the presentation of information within a sentence Use colons to introduce a list and semicolons within lists Use all of the following punctuation mostly correctly: inverted commas for speech, commas for clarity, brackets or commas for separation. Use hyphens to help avoid ambiguity. Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty Use a range of conjunctions, adverbs and prepositions to order events, link previous ideas, and provide exemplification. Use conjunctions to create contrast concisely summarising the complexity of certain situations (e.g. of a negative experience with a positive) Use layout devices to structure text appropriately, e.g. headings, columns, bullet points or tables. Mostly take control over levels of formality, e.g. selecting vocabulary and manipulating grammatical structures Join writing legibly and fluently with increased speed Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing Ensure sentences are grammatically correct through proof reading and correcting. Write and perform own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear. Effectively evaluate and edit own and others' writing. | <ul style="list-style-type: none"> Organise ideas into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using <i>adverbials of time and place, conjunctions, pronouns, repetition of a concept, repetition in clause structure</i> Use a range of cohesive devices, e.g. repetition, ellipsis, adverbials within and across paragraphs Use repetition or words, phrases and sentence structures for dramatic effect Use inverted commas to accurately demarcate speech, and commas to separate reporting clauses, when using dialogue to move the action forward and show character development. Use a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader e.g. fronted subordinate clauses, 'ing' verb to introduce subordination, relative clauses, subordination, co-ordination, fronted adverbials, narrator's comment Make some correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons Use dashes to mark the boundary between clauses, adding emphasis or surprise Use ellipses effectively to create suspense Use a range of sentence openers and vary their use throughout the writing, e.g. 'ing' verbs (on their own or followed by a clause), an adjective, pair of adjectives or list of adjectives followed by a comma, fronted adverbials (single words or phrases) Mostly use different verb forms accurately, selecting verb forms for meaning and effect, e.g. moving from past to present Use adverbs, prepositional phrases and expanded noun phrases effectively. Use figurative language (similes, metaphors, pathetic fallacy, micro-expressions and personification) to develop setting and character and evoke mood and atmosphere Create a setting by describing how it makes the character feel; adding detail of sights and sounds Create mood and atmosphere by describing a character's response to a particular setting Use changes of scene to move the plot on or to create a break in the action Vary the pace by using sentences of different length and direct or reported speech. Use vocabulary and language to impact the reader, choosing appropriate vocabulary based on their connotations Understand that synonyms have slightly different word meanings, and choose synonyms appropriately. Use all of the following punctuation mostly correctly: inverted commas for speech, commas for clarity, brackets or commas for separation. Use hyphens to help avoid ambiguity e.g. perfect-looking, human-eating Use commas, dashes and brackets to indicate parenthesis Begin to use foreshadowing techniques through language choices Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty Use an advanced range of conjunctions which fit the style of the writing Join writing legibly and fluently with increased speed Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing Ensure sentences are grammatically correct through proof reading and correcting Write and perform own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear Effectively evaluate and edit own and others' writing |
| Stretch | <ul style="list-style-type: none"> Independently adapt the recount by: <ul style="list-style-type: none"> Changing the form e.g. blogs, diaries, postcards, letters, emails Incorporating another form within the text, e.g. instructions, interview, explanation, newspaper report, using associated language features for effect and specific purpose Changing the perspective e.g. writing from a different point of view, writing from two points of view Demonstrating assured and conscious control of formality when making these changes Drawing on what they have read as models for their own writing | <ul style="list-style-type: none"> Independently adapt the report by: <ul style="list-style-type: none"> Changing the form e.g. police report, missing person's report, newspaper report (local, tabloid, broadsheet, online), TV or radio news script Incorporating another form within the text, e.g. police evidence, missing person's/objects poster/plea, interview, using associated language features for effect and specific purpose Changing the perspective e.g. writing from a different point of view, writing from two points of view Demonstrating assured and conscious control of formality when making these changes Drawing on what they have read as models for their own writing | <ul style="list-style-type: none"> Independently adapt a section of the narrative by: <ul style="list-style-type: none"> Changing the atmosphere, focusing on how language choices, sentence structure and grammar will affect this Incorporating another form within the text, e.g. using associated language features for effect and specific purpose Changing the perspective e.g. writing from a different point of view, writing from two points of view Demonstrating assured and conscious control of formality when making these changes Drawing on what they have read as models for their own writing |

Year 6

Spring 2

Text Choice



Writing CAP

Context: A story with two narrators
Audience: Child's choice
Purpose: To entertain the reader by telling the story from different perspectives

Context: A discussion text (with the form chosen by the child e.g. documentary, podcast script, magazine article, blog with comments, social media comments)
Audience: Child's choice
Purpose: To present two sides of an argument, using word and phrases that support the overall viewpoints of the discussion

Context: An obituary of a significant figure
Audience: Adults
Purpose: To give information and recount someone's life from a positive and emotional stance, using a range of presentational devices

Expected Standard Focus

- Organise ideas into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns, repetition of a concept, repetition in clause structure*
- Use a range of cohesive devices, e.g. repetition, ellipsis, adverbials within and across paragraphs Use repetition or words, phrases and sentence structures for dramatic effect
- Use inverted commas to accurately demarcate speech, and commas to separate reporting clauses, when using dialogue to move the action forward and show character development.
- Use a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader e.g. fronted subordinate clauses, 'ing' verb to introduce subordination, relative clauses, subordination, co-ordination, fronted adverbials, narrator's comment
- Vary sentence length to achieve a particular effect
- Make some correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons
- Use a range of sentence openers and vary their use throughout the writing, e.g. 'ing' verbs (on their own or followed by a clause), an adjective, pair of adjectives or list of adjectives followed by a comma, fronted adverbials (single words or phrases)
- Mostly use different verb forms accurately, selecting verb forms for meaning and effect, e.g. using the perfect form of verbs to show relationships in time
- Use adverbs, prepositional phrases and expanded noun phrases effectively
- Use figurative language (similes, metaphors, pathetic fallacy, micro-expressions and personification) to develop setting and character and evoke mood and atmosphere
- Use passive voice to affect the presentation of information within a sentence
- Create a setting by describing how it makes the character feel; adding detail of sights and sounds
- Create mood and atmosphere by describing a character's response to a particular setting
- Use changes of scene to move the plot on or to create a break in the action
- Vary the pace by using sentences of different length and direct or reported speech.
- Choose synonyms and antonyms for specific effect on the reader
- Use all of the following punctuation mostly correctly: inverted commas for speech, commas for clarity, brackets or commas for separation.
- Use hyphens to help avoid ambiguity e.g. perfect-looking, human-eating
- Use commas, dashes and brackets to indicate parenthesis
- Begin to use foreshadowing techniques through language choices
- Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty
- Use an advanced range of conjunctions which fit the style of the writing
- Join writing legibly and fluently with increased speed
- Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing
- Ensure sentences are grammatically correct through proof reading and correcting
- Write and perform own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear
- Effectively evaluate and edit own and others' writing

- Fairly summarise the competing views
- Analyse strengths and weaknesses of different positions
- Draw reasoned conclusions where appropriate
- Use formal language and presentation as appropriate
- Carefully select emotive language to elicit an emotional response from the reader
- Experiment with setting out opposing views in separate paragraphs or as alternate points within a paragraph, choosing the most suitable
- Organise ideas into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns, repetition of a concept, repetition in clause structure*
- Use a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader e.g. fronted subordinate clauses, relative clauses, subordination, co-ordination, fronted adverbials
- Make some correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons, using colons to:
 - Introduce questions for discussion
 - Introduce a quotation to support a viewpoint
 - Prepare the reader for a revelation of the author's opinion in the final paragraph, e.g. **The final conclusion is therefore clear in my mind: ...**
- Use punctuation for elaboration of a point (using colons, semi-colons and parenthesis)
- Use a range of cohesive devices, e.g. repetition, adverbials, grammatical connections within and across paragraphs Use a range of conjunctive adverbials to move between opposing views e.g. on the other hand, in contrast, alternatively, conversely, on the contrary, in opposition
- Use a range of presentational and organisational devices to structure text and guide the reader e.g. end with a summary paragraph, using bullet points to present recommendations (punctuating these consistently)
- Use technical vocabulary related to the subject.
- Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- Understand and begin to use the subjunctive mood to establish formality and an authoritative stance
- Understand and use conditional phrases to lead the reader into a way of thinking.
- Use all of the following punctuation mostly correctly: inverted commas for speech, commas for clarity, brackets or commas for separation.
- Use an advanced range of conjunctions which fit the style of the writing
- Join writing legibly and fluently with increased speed
- Spell words mostly correctly from Year 5 and 6 word lists (*Appendix 1*), know the etymology of some words and use a dictionary to check the spelling of uncommon or ambitious vocabulary
- Add prefixes and suffixes and know more complex letter strings
- Spell further homophones (listed in Appendix 1, p60.)
- Ensure sentences are grammatically correct through proof reading and correcting.
- Write and perform own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear.
- Effectively evaluate and edit own and others' writing

- Organise ideas into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns*
- Use a range of cohesive devices, e.g. repetition, ellipsis, adverbials within and across paragraphs
- Opening and closing lines of paragraphs support movement across the text
- Use direct speech to record exact words and reported speech to show others' views or opinions
- Reform notes into prose that provides fluid, engaging accounts of key events in lives of notable figures
- Write in chronological order where the chronology is indicated by layout, paragraphing and ordering as well as chronology words and phrases
- Use a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader and to develop and explain ideas e.g. fronted subordinate clauses, relative clauses (including omitted relative pronoun), subordination, co-ordination, fronted adverbials, using a wide range of clause structures within a single sentence with layers of subordination
- Make some correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons
- Mostly use different verb forms accurately
- Use passive voice to affect the presentation of information within a sentence, exploring how passives can be used to create dramatic cliff hangers e.g. It was at this point that her life was thrown out of control...
- Use colons to introduce a list and semicolons within lists
- Explore how colons can be used to increase the impact of key quotations which give an insight into a person's motives and life choices e.g. **Throughout her life, her father's words remained with her: "Reach for the stars!"**
- Explore how colons can be used to lead to a "big reveal" of a person's actions e.g. **It was then that she made her most important decision: she quit university and established her own company.**
- Use all of the following punctuation mostly correctly: inverted commas for speech, commas for clarity, brackets or commas for separation.
- Use hyphens to help avoid ambiguity.
- Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty
- Use a range of conjunctions, adverbs and prepositions to order events, link previous ideas, and provide exemplification.
- Use conjunctions to create contrast concisely summarising the complexity of certain situations (e.g. of a negative experience with a positive)
- Use layout devices to structure text appropriately, e.g. headings, columns, bullet points or tables.
- Mostly take control over levels of formality, e.g. selecting vocabulary and manipulating grammatical structures
- Join writing legibly and fluently with increased speed
- Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing
- Ensure sentences are grammatically correct through proof reading and correcting.
- Write and perform own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear.
- Effectively evaluate and edit own and others' writing

Stretch

- Independently adapt a section of the narrative by:
 - Changing the perspective e.g. writing from a different point of view, writing from two points of view, changing the formality to reflect the two narrators so that they contrast
 - Incorporating another form within the text, e.g. police report, newspaper report, letter, diary, using associated language features for effect and specific purpose
 - Demonstrating assured and conscious control of formality when making these changes
 - Drawing on what they have read as models for their own writing
 - Utilising the style of other authors and incorporating their techniques into writing

- Independently adapt the discussion by:
 - Changing the audience e.g. older, younger, experts
 - Changing the form e.g. podcast script, magazine article, letters to the editor, social media comments, documentary, blog with comments
 - Changing the perspective e.g. making the discussion more weighted to one side rather than being balanced
 - Demonstrating assured and conscious control of formality when making these changes
 - Drawing on what they have read as models for their own writing
 - Utilising the style of other authors and incorporating their techniques into writing

- Independently adapt the obituary by:
 - Changing the form e.g. Wikipedia page, picture book, encyclopaedia entry, Newsround script, thinking about how the style and language should change
 - Changing the perspective e.g. vilifying the person, commending them (if appropriate)
 - Demonstrating assured and conscious control of formality when making these changes
 - Drawing on what they have read as models for their own writing
 - Utilising the style of other authors and incorporating their techniques into writing

Year 6
Summer 1

Text
Choice



Writing
CAP

Context: A contemporary, non-linear narrative that includes a flashback
Audience: Year 4
Purpose: To entertain the reader, showing a shift in time to reveal something about the character or storyline

Context: A non-fiction choice piece, choosing the audience and form for writing e.g. guide for adults/children, letter, agony aunt, website, video script
Audience: Child's choice
Purpose: To give advice and information in a specific style, demonstrating appropriate language choices and structural features for the chosen form

Expected Standard Focus

- Organise ideas into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns, repetition of a concept, repetition in clause structure*
- Arrange paragraphs carefully to show shifts in time
- Show shifts in time through use of tense and vocabulary to show differences in register or feeling and signal the narrative moving backwards and forwards in time
- Use a range of cohesive devices, e.g. repetition, ellipsis, adverbials within and across paragraphs, using repetition or words, phrases and sentence structures for dramatic effect
- Use inverted commas to accurately demarcate speech, and commas to separate reporting clauses, when using dialogue to move the action forward and show character development.
- Use a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader e.g. fronted subordinate clauses, 'ing' verb to introduce subordination, relative clauses, subordination, co-ordination, fronted adverbials, narrator's comment
- Vary sentence length to achieve a particular effect
- Make some correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons
- Use a range of sentence openers and vary their use throughout the writing, e.g. 'ing' verbs (on their own or followed by a clause), an adjective, pair of adjectives or list of adjectives followed by a comma, fronted adverbials (single words or phrases)
- Use different verb forms accurately, selecting verb forms for meaning and effect, e.g. using the perfect form of verbs to show relationships in time
- Use adverbs, prepositional phrases and expanded noun phrases effectively
- Use figurative language (similes, metaphors, pathetic fallacy, micro-expressions and personification) to develop setting and character and evoke mood and atmosphere
- Create a setting by describing how it makes the character feel; adding detail of sights and sounds
- Create mood and atmosphere by describing a character's response to a particular setting
- Use changes of scene to move the plot on or to create a break in the action
- Vary the pace by using sentences of different length and direct or reported speech.
- Use passive voice to affect the presentation of information within a sentence
- Use imaginative detail and precise vocabulary included for effect, for example, to engage as well as inform in a range of writing. (Describes settings, characters and atmosphere.)
- Choose synonyms and antonyms for specific effect on the reader
- Use all of the following punctuation mostly correctly: inverted commas for speech, commas for clarity, brackets or commas for separation.
- Use hyphens to help avoid ambiguity e.g. perfect-looking, human-eating
- Use commas, dashes and brackets to indicate parenthesis
- Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty
- Take control over levels of formality, e.g. selecting vocabulary and manipulating grammatical structure e.g. using contractions and question tags
- Use an advanced range of conjunctions which fit the style of the writing
- Join writing legibly and fluently with increased speed
- Spell words mostly correctly from Year 5 and 6 word lists (*Appendix 1*), know the etymology of some words and use a dictionary to check the spelling of uncommon or ambitious vocabulary
- Add prefixes and suffixes and know more complex letter strings
- Spell further homophones (listed in Appendix 1, p60.)
- Ensure sentences are grammatically correct through proof reading and correcting
- Write and perform own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear
- Effectively evaluate and edit own and others' writing

- Select the appropriate style and form to suit a specific purpose and audience
- Take control over levels of formality, e.g. selecting vocabulary and manipulating grammatical structures
- Use simple, clear language so the advice is easy to follow
- Organise ideas into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns, repetition of a concept, repetition in clause structure*
- Structure advice so that each point has a new section or paragraph, enabling the reader to follow it clearly
- Develop points logically and effectively, anticipating possible objections
- Use a range of cohesive devices, e.g. repetition, adverbials, within and across paragraphs
- Use an appropriate, friendly, personal tone so the reader is more inclined to follow the advice – don't be bossy
- Use inverted commas to accurately demarcate speech, and commas to separate reporting clauses, or use reported speech when reinforcing advice with real-life examples
- Use a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader e.g. fronted subordinate clauses, relative clauses, subordination, co-ordination, fronted adverbials
- Make some correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons, e.g. use dashes to mark boundaries between independent clauses, exploring how much additional information can be added to a sentence, without compromising meaning
- Use different verb forms accurately.
- Use adverbs, prepositional phrases and expanded noun phrases effectively, adding detail, qualification and precision, including using a range of adverbs and adverbials to describe how actions are to be completed
- Use technical terms or formal language occasionally to make the advice sound authoritative
- Use the second person, using you to directly address the reader
- Use passive voice to affect the presentation of information within a sentence, e.g. using the passive to gains support of an audience without dictating who should be responsible for making the action happen
- In some forms:
 - Give information to help the reader come to a decision or make future choice
 - Give information and back it up with fact or example
 - Give your opinion on what you think the reader should do or how they should go about it
 - Offer the reader a choice of actions where appropriate
- Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty
- Use conditionals e.g. using if...,then... might, could, would, and their persuasive uses in deduction, speculation and supposition
- Punctuate bullet points consistently
- Use colons to introduce a list and semicolons within lists
- Use all of the following punctuation mostly correctly: inverted commas for speech, commas for clarity, brackets or commas for separation.
- Use an advanced range of conjunctions which fit the style of the writing
- Use layout devices such as headings, sub-headings, bullets and tables to structure texts
- Join writing legibly and fluently with increased speed
- Spell words mostly correctly from Year 5 and 6 word lists (*Appendix 1*), know the etymology of some words and use a dictionary to check the spelling of uncommon or ambitious vocabulary
- Add prefixes and suffixes and know more complex letter strings
- Spell further homophones (listed in Appendix 1, p60.)
- Ensure sentences are grammatically correct through proof reading and correcting.
- Write and perform own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear.
- Effectively evaluate and edit own and others' writing

Stretch

- Independently adapt the flashback of the narrative by:
 - Changing the perspective e.g. writing from a different point of view, writing from two points of view, changing the formality to reflect the two narrators so that they contrast
 - Incorporating another form within the text, e.g. diary, letter, newspaper report, series of notes, instructions
 - Further showing shifts in time
 - Distinguishing between the language of speech and writing and choose the appropriate register
 - Exercising an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this
 - Drawing on what they have read as models for their own writing
 - Utilising the style of other authors and incorporating their techniques into writing

- Independently adapt the non-fiction piece by:
 - Changing the audience e.g. older, younger, experts
 - Changing the form e.g. guide for adults/children, letter, agony aunt, website, video script
 - Changing the perspective e.g. writing from a different point of view, writing from two points of view, changing the formality to reflect the two advice givers
 - Incorporating another form within the text, e.g. instructions/steps to achieving something, information, explanation
 - Further showing shifts in time
 - Distinguishing between the language of speech and writing and choose the appropriate register
 - Exercising an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this
 - Drawing on what they have read as models for their own writing

Fewer text types in Summer 1 due to KS2 SATs

Year 6
Summer 2

Text
Choice



Writing
CAP

Context: A non-fiction choice piece in the form of a persuasive text, choosing the audience and form for writing
Audience: Child's choice
Purpose: To persuade people to visit a place and give information about the place, demonstrating appropriate language choices and structural features

Context: A classic narrative with clear distinction between characters
Audience: Parents
Purpose: To entertain the reader, engaging them and making them invest in a character's fate

Context: A non-fiction choice piece, choosing the audience, purpose and form for writing
Audience: Dependent on the context chosen
Purpose: Dependent on the context chosen

Expected Standard Focus

- Use persuasive language techniques to deliberately influence the listener, harnessing known views, interests and feelings of the audience
- Develop points logically and effectively, anticipating possible objections
- Organise ideas into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns etc.*
- Build cohesion across and within paragraphs using conjunctions, adverbials, pronouns and synonyms, using a question to open paragraphs (e.g. Bored? Why not take a break?), subject reference chains (e.g. our town, the centre, the market square)
- Vary and manage paragraphs in a way that supports the whole structure of the text, e.g. single sentence paragraphs to secure an argument, movement of focus from the general to the more specific
- Use a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader.
- Make some correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons, e.g. use dashes to mark boundaries between independent clauses, exploring how much additional information can be added to a sentence, without compromising meaning, and how these sentences can be used to overwhelm the reader's senses
- Mostly use different verb forms accurately.
- Use passive voice to affect the presentation of information within a sentence, e.g. using the passive to gains support of an audience without dictating who should be responsible for making the action happen
- Use colons to introduce a list and semicolons within lists
- Use all of the following punctuation mostly correctly: inverted commas for speech, commas for clarity, brackets or commas for separation.
- Use adverbs, prepositional phrases and expanded noun phrases effectively, adding detail, qualification and precision
- Use persuasive words and phrases, including emotive language, rhetorical questions and the power of three
- Use techniques such as pandering, condescension and concession
- Investigate conditionals e.g. using if..., then... might, could, would, and their persuasive uses in deduction, speculation and supposition
- Use expanded noun phrases to concisely and factually present information
- Use relative clauses with an omitted relative pronoun
- Use an advanced range of conjunctions which fit the style of the writing
- Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty
- Use layout devices such as headings, sub-headings, bullets and tables to structure texts
- Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader
- Begin to take control over levels of formality, e.g. selecting vocabulary and manipulating grammatical structures
- Join writing legibly and fluently with increased speed
- Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing
- Ensure sentences are grammatically correct through proof reading and correcting.
- Write and perform own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear.
- Effectively evaluate and edit own and others' writing

- Organise ideas into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns, repetition of a concept, repetition in clause structure*
- Arrange paragraphs carefully to show shifts in time
- Show shifts in time through use of tense and vocabulary to show differences in register or feeling and signal the narrative moving backwards and forwards in time
- Use a range of cohesive devices, e.g. repetition, ellipsis, adverbials within and across paragraphs, using repetition or words, phrases and sentence structures for dramatic effect
- Use inverted commas to accurately demarcate speech, and commas to separate reporting clauses, when using dialogue to move the action forward and show character development.
- Use a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader e.g. fronted subordinate clauses, 'ing' verb to introduce subordination, relative clauses, subordination, co-ordination, fronted adverbials, narrator's comment, to engage the reader throughout sustained periods of description
- Vary sentence length to achieve a particular effect
- Make some correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons
- Use a range of sentence openers and vary their use throughout the writing, e.g. 'ing' verbs (on their own or followed by a clause), an adjective, pair of adjectives or list of adjectives followed by a comma, fronted adverbials (single words or phrases)
- Use different verb forms accurately, selecting verb forms for meaning and effect, e.g. using the perfect form of verbs to show relationships in time
- Use adverbs, prepositional phrases and expanded noun phrases effectively
- Use figurative language (similes, metaphors, pathetic fallacy, micro-expressions and personification) to develop setting and character and evoke mood and atmosphere
- Create a setting by describing how it makes the character feel; adding detail of sights and sounds
- Create mood and atmosphere by describing a character's response to a particular setting
- Use changes of scene to move the plot on or to create a break in the action
- Vary the pace by using sentences of different length and direct or reported speech.
- Use passive voice to affect the presentation of information within a sentence
- Use imaginative detail and precise vocabulary included for effect, for example, to engage as well as inform in a range of writing. (Describe settings, characters and atmosphere.)
- Create a typical setting and characters for the genre using expressive language and building up small details
- Create convincing characters and gradually reveal more as the story unfolds, through the way that they talk, act and interact with others.
- Choose synonyms and antonyms for specific effect on the reader
- Use all of the following punctuation mostly correctly: inverted commas for speech, commas for clarity, brackets or commas for separation.
- Use hyphens to help avoid ambiguity e.g. perfect-looking, human-eating
- Use commas, dashes and brackets to indicate parenthesis
- Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty
- Take control over levels of formality, e.g. selecting vocabulary and manipulating grammatical structure e.g. using contractions and question tags
- Use an advanced range of conjunctions which fit the style of the writing
- Join writing legibly and fluently with increased speed
- Spell words mostly correctly from Year 5 and 6 word lists (*Appendix 1*), know the etymology of some words and use a dictionary to check the spelling of uncommon or ambitious vocabulary
- Add prefixes and suffixes and know more complex letter strings
- Spell further homophones (listed in Appendix 1, p60.)
- Ensure sentences are grammatically correct through proof reading and correcting
- Write and perform own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear
- Effectively evaluate and edit own and others' writing

- Select appropriate form of writing for a task and other similar writing.
- Organise ideas into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns etc.*
- Use all of the following punctuation mostly correctly: *inverted commas for speech, commas for clarity, brackets or commas for separation.*
- Use imaginative detail and precise vocabulary included for effect, for example, to engage as well as inform in a range of writing. (*Describe settings, characters and atmosphere.*)
- Spell words mostly correctly from Year 5 and 6 word lists (*Appendix 1*), know the etymology of some words and use a dictionary to check the spelling of uncommon or ambitious vocabulary.
- Add prefixes and suffixes and know more complex letter strings.
- Spell further homophones (*listed in Appendix 1, p60.*)
- Use hyphens to help avoid ambiguity.
- Use a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader.
- Use punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons.
- Use different verb forms accurately.
- Use adverbs, prepositional phrases and expanded noun phrases effectively.
- Use passive voice to affect the presentation of information within a sentence.
- Use a range of main, subordinate and relative clauses to develop and explain ideas.
- Integrate dialogue to convey character and advance the action.
- Take control over levels of formality, e.g. *selecting vocabulary and manipulating grammatical structures.*
- Use a range of cohesive devices, e.g. *repetition, ellipsis, adverbials within and across paragraphs.*
- Ensure sentences are grammatically correct through proof reading and correcting.
- Write effectively for a range of purposes and audiences, selecting language that shows an awareness of the reader.
- Write and perform own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear.
- Effectively evaluate and edit own and others' writing.
- Identify, understand and use terminology accurately and appropriately in discussing writing and reading.

Stretch

- Independently adapt the non-fiction piece by:
 - Changing the audience e.g. older, younger, couples, families
 - Changing the form e.g. travel guide, picture book for children, website, vlog script, Tripadvisor post and comments, social media comments
 - Changing the perspective e.g. writing from a different point of view, to discourage visiting specific places, writing from two points of view
 - Incorporating another form within the text, e.g. instructions, directions, information, explanation
 - Distinguishing between the language of speech and writing and choose the appropriate register
 - Exercising an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this
 - Drawing on what they have read as models for their own writing

- Independently adapt a section of the narrative by:
 - Changing the audience e.g. older, younger
 - Changing the perspective e.g. writing in the first/third person, writing from a different point of view, writing from two points of view, changing the formality to reflect the narrator
 - Adding additional character development through the use of dialogue and action
 - Incorporating another form within the text, e.g. instructions/steps to achieving something, information, explanation
 - Showing shifts in time
 - Distinguishing between the language of speech and writing and choose the appropriate register
 - Exercising an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this
 - Drawing on what they have read as models for their own writing

- Independently adapt the non-fiction piece by:
 - Changing the audience
 - Changing the form
 - Changing the perspective
 - Adding an additional form
 - Distinguishing between the language of speech and writing and choose the appropriate register
 - Exercising an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this
 - Drawing on what they have read as models for their own writing