



Pupil Name \_\_\_\_\_

Sentences	Punctuation	Text Structure & Organisation	Composition	Vocabulary	Drafting / Editing
AF5 – vary sentences for clarity, purpose and effect	AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events AF4 – construct paragraphs and use cohesion within and between paragraphs	AF1 – write imaginative, interesting and thoughtful texts AF2 – produce texts which are appropriate to task, reader and purpose	AF7 – select appropriate and effective vocabulary	AF8 - how to plan, revise & evaluate writing



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<p><b><u>In most independent writing</u></b></p> <p><i>Start to use a variety of fronted adverbials.</i></p> <p><b>Use noun or pronouns for clarity &amp; cohesion &amp; to avoid repetition e.g. she, him, this.</b></p> <p><b>Express time, place and cause using co-ordinating and -Subordinating conjunctions e.g. when, if, after, although, because -Adverbs e.g. then, next, soon, therefore -Prepositions e.g. before, after, during, in, because, of</b></p> <p><b>Understand the following terminology: preposition, conjunction, word family, prefix, suffix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</b></p>	<p><b><u>In most independent writing</u></b></p> <p><i>Sentences demarcated accurately with</i></p> <ul style="list-style-type: none"> <li>-full stops</li> <li>-capital letters</li> <li>-question marks</li> <li>-exclamation marks</li> <li>-an awareness of commas.</li> </ul> <p><b>Indicate possession by using possessive apostrophes with plural nouns</b></p> <p><b>Begin to use inverted commas to punctuate direct speech</b></p> <p><b>Use commas after fronted adverbials</b></p>	<p><b><u>In most independent writing</u></b></p> <p><i>Openings and closings usually signalled</i></p> <p><b>Draft and write by organising writing into paragraphs around a theme</b></p> <p><b>Begin to use paragraphs as a way to group related material</b></p> <p><i>Within paragraphs/sections, some links between sentences e.g. most of all, when we got there</i></p> <p><i>Some attempt to sequence ideas logically</i></p> <p><b>Draft and write non-narrative material, using headings and sub-headings to organise texts</b></p> <p><b>Use headings and sub-headings to aid presentation</b></p>			<p><b><u>In most independent writing</u></b></p> <p><b>Draft and write in narratives creating settings, characters and plots</b></p> <p><i>Main purpose established at a general level</i></p> <p><i>Relevant ideas and content sometimes developed with detail added in parts, but may be imbalanced e.g. led mainly by dialogue</i></p> <p><i>Main features of a selected form are attempted, sometimes showing an awareness of the reader.</i></p> <p><i>Write for a range of real purposes &amp; audiences as part of cross-curricular work</i></p> <p><i>Some attempts at appropriate style, with attention to reader e.g. slogan in leaflet</i></p> <p><i>Attempts to adopt a viewpoint within a text, though not consistent e.g. persuade in a letter</i></p>			<p><b><u>In most independent writing</u></b></p> <p><i>Simple, generally age-appropriate vocabulary used, may be limited in range (see spelling &amp; word list)</i></p> <p><i>Propose changes to vocabulary to improve consistency &amp; nuances</i></p> <p><i>Use a progressively richer &amp; more varied vocabulary e.g. collision, glamorous</i></p> <p><b>Use the present perfect form of verbs instead of the simple past e.g. he has gone out to play as opposed to he went out to play</b></p>	<p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary</p> <p>Plan their writing by discussing and recording ideas within their given structure</p> <p>Draft and write by composing and rehearsing sentences orally, building a rich and varied vocabulary and using sentence structures from English Appendix 2</p> <p>Proof read for spelling errors and punctuation</p> <p>Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Evaluate and edit by assessing the effectiveness of their own and others writing suggesting improvements</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences</p>
<p><b>Genres to be covered across the year (Please highlight / tick when they have been covered)</b></p>	<p>In narratives, create settings, character and plot</p>	<p>Description</p>	<p>Explanation</p>	<p>Recounts</p>	<p>Instructions</p>	<p>Poetry</p>	<p>Persuasion</p>	<p>Information</p>	<p>Non-chronological reports</p>

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**Spelling**

- Use further prefixes and suffixes and understand how to add them (English Appendix 1)
- Spell further homophones
- Spell words that are often misspelt
- Place the possessive apostrophe accurately in words with regular plurals (for example boys' girls') and in words with irregular plurals (for examples children's)
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far