



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
<p>Across a wider range of extended writing</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence</p> <p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p> <p>Use different sentence types e.g. reported speech, rhetorical questions.</p> <p>Use a wider range of subordinating conjunctions e.g. whilst, until, despite</p>	<p>Across a wider range of extended writing</p> <p>Full range of punctuation used almost always correctly</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use commas to clarify meaning and avoid ambiguity</p> <p>Use a colon to introduce a list</p> <p>Understand the following terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>Across a wider range of extended writing</p> <p>Material is structured clearly, with sentences organised into appropriate paragraphs.</p> <p>Development of material is effectively managed & controlled across text, contributing to overall effectiveness of text e.g. closings refer back to openings</p> <p>Link ideas across paragraphs using adverbials of time e.g. later Place e.g. nearby Number e.g. secondly Tense choice e.g. he had seen her before</p> <p>Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly</p> <p>Draft and write by using further organisational and presentational devices to structure text and guide the reader e.g. headings, bullet points, underlining</p> <p>Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly</p>	<p>Across a wider range of extended writing</p> <p>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Main purpose of writing is clear and consistently maintained with some effective selection & placing of content to inform / engage reader</p> <p>Development of ideas appropriately shaped for selected form through elaboration & imaginative detail e.g. expansion of key events, detailed characterisation</p> <p>Controlled clear viewpoint established, generally consistent with some development of opinion, attitude, position or stance e.g. discussion essay about school uniform</p> <p>Features of selected form clearly established with some adaptation to purpose e.g. level of formality, adaptation of content for genre / audience</p> <p>Varied stylistic features may support both purpose & effect e.g. alliteration, metaphors, puns, emotive phrases</p>	<p>Across a wider range of extended writing</p> <p>Vocabulary predominately appropriate to text type & genre. Precise word choice may create impact & augment meaning. e.g. hindrance, mischievous (see word list & spellings for Y5 & 6)</p> <p>Modifiers contribute to shades of meaning e.g. extremely</p> <p>Use different verb forms mostly accurately with consideration for audience and purpose</p> <p>Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing</p> <p>Evaluate and edit ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing</p>	<p>Plan their writing by noting and developing initial ideas, drawing on reading where necessary</p> <p>Plan their writing by identifying the audience for and purpose of the writing using other similar writing as models for their own</p> <p>Plan their writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed</p> <p>Draft and write by selecting appropriate grammar and vocabulary understanding how such choices can change and enhance meaning</p> <p>Draft and write by précising longer passages</p> <p>Evaluate and edit by assessing the effectiveness of their own and others writing</p> <p>Evaluate and edit buy proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Proof-read for spelling & punctuation errors</p> <p>Proof read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis, use of commas to clarify meaning or to avoid ambiguity</p> <p>Perform their compositions using appropriate intonation, volume and movement so that meaning is clear</p>



Genres to be covered across the year (Please highlight / tick when they have been covered)	Diaries	Autobiography	Persuasion	Description	Recounts	Discussion	Poetry	Information	Explanation	Argument	Non-chronological reports
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Spelling

- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with silent letters (knight, psalm, solemn)
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically, as listed in English Appendix 1
- Use dictionaries to check spelling and meaning of words
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus