



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>Controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect</p> <p>Use the passive verb to affect the presentation of information in sentences e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken</p> <p>Understand the difference between structures typical of informal speech and structures appropriate for formal speech e.g. the use of question tags: He's your friend, isn't he? Or the use of subjunctive forms such as; If I were or were they to come in some very formal writing and speech.</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Understand the terminology; subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points</p>	<p>Across a wider range of extended writing</p> <p>Use the full range of punctuation taught at KS2 including colons and semi-colons to mark the boundary between independent clauses</p> <p>Use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.</p> <p>Use the colon to introduce a list and use semi-colons within lists</p> <p>Use bullet points to list information consistently</p> <p>Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark</p>	<p>Across a wider range of extended writing</p> <p>Material is clearly controlled and sequenced, taking account of the reader's likely reaction, e.g. paragraphs of differing lengths, use of flashback in narrative, anticipating reader's questions</p> <p>A range of features clearly signal overall direction of the text for the reader, e.g. opening paragraphs that introduce themes clearly, paragraph markers, links between paragraphs</p>	<p>Across a wider range of extended writing</p> <p>Construction of paragraphs clearly supports meaning and purpose, e.g. paragraph topic signalled and then developed, withholding of information for effect, thematic links between paragraphs</p> <p>Draft and write by linking ideas across paragraphs using a wider range of cohesive devices, repetition of a word or phrase, grammatical connections and ellipsis</p> <p>Convincing, individual voice or point of view established and mostly sustained throughout, e.g. authoritative expert view, convincing characterisation, adopting a role</p> <p>level of formality used for purpose and audience generally appropriate and a range of stylistic devices used to achieve effect, not always successfully, e.g. controlled informality, generalisations or shifts between conversational style and more literary language</p> <p>Draft and write by using organisational and presentational devices to structure the text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables</p>	<p>Across a wider range of extended writing</p> <p>Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out / discover, ask for / request, go in/ enter</p> <p>Understand how words are related by meaning as synonyms and antonyms</p> <p>Range of vocabulary generally varied and often ambitious, even though choices not always apt</p> <p>Draft and write narratives, describing settings, character and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing appropriate register</p>	<p>Across a wider range of extended writing</p> <p>Plan their writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Plan their writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to, seen or performed</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including Appendix 2, understanding how such choices can change and enhance meaning</p> <p>Draft and write by accurately précising longer passages</p> <p>Evaluate and edit by assessing the effectiveness of their own writing with reasoning</p> <p>Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning with reference to appendix 2</p> <p>Proof read for spelling errors linked to spelling statements for year 6</p> <p>Proof read for punctuation errors including the use of semi-colons, colons, dashes, punctuation of bullet points and hyphens</p> <p>Confidently 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