

## Am I working towards the expected standard? Can I...

### Write for different purposes and audiences?



Can you write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical?

E.g. writing an adventure story with an appropriate pace, which interests the reader and is enjoyable to read.

### Select appropriate grammar?



Can you select appropriate grammar and vocabulary to match the purpose and audience of the writing?

E.g. choosing more ambitious words that are most suitable for the piece of writing in question.

### Describe aspects of writing?



Can you describe settings, characters and atmosphere with an increasing awareness of the reader?

E.g. creating suspense within a narrative which leaves the reader wanting to know more.

### Begin to use dialogue?



Can you begin to use dialogue to convey a character and advance the action?

E.g. beginning to include short conversations between characters within narratives which reveal information crucial to the plot's development.

### Use organisational devices?



Can you use organisational and presentational devices that are relevant to the text type?

E.g. using bullet points in a set of instructions or underlining subheadings for emphasis in a report.

### Create paragraphs?



Can you create paragraphs that are usually suitably linked, although some transitions may be awkward?

E.g. the events within your second paragraph are logical and based upon the events of the first paragraph.

### Assess effectiveness of writing?



Can you proofread your work and assess the effectiveness of your own and others' writing and make necessary corrections?

E.g. recognising and correcting poor grammatical choices in my own and my partner's work.

### Use the full range of punctuation?



Can you use the full range of punctuation from previous year groups, including:

**Full stops**, e.g. Zoe took a photograph.

**Capital letters**, e.g. Mr Patel was walking his dog, Jett.

**Question marks**, e.g. What is wrong with me?

**Exclamation marks**, e.g. How silly that girl was!

**Commas within lists**, e.g. Frogs are green, slimy and cold.

**Apostrophes to show possession**, e.g. The girl's boat slammed into the rocks.

**Apostrophes to show contracted forms**, e.g. You can't do that or you'll get hurt.

### Begin to use commas?



Can you begin to use commas to clarify meaning or to avoid ambiguity?

E.g. On a cold and gloomy night, Sunil waited for his friend, Jacob.

### Begin to use linking words?



Can you begin to use a wider range of linking words and phrases between sentences and paragraphs to build cohesion?

E.g. The bus stood still. **Nearby**, a lady was running.

### Experiment with relative clauses?



Can you experiment with relative clauses with support and modelling?

E.g. Steven, **who was feeling quite unhappy**, stomped down the stairs.

### Use adverbs and modal verbs?



Can you begin to use adverbs and modal verbs to indicate degrees of possibility?

E.g. "**Perhaps** you **should** get dressed," hinted mum. "I **might** do," replied Max.

**Spell some verb prefixes?** 

Can you spell *some* verb prefixes correctly?

E.g. We need to **deactivate** the alarm.

The football club investigated the **misconduct**.

**Spell some verb suffixes?** 

Can you begin to convert nouns or adjectives into verbs using suffixes?

E.g. How do you **simplify** a fraction?

I don't wish to **criticise** your work but it may **motivate** you.

**Spell some complex homophones?** 

Can you spell *some* complex homophones correctly?

E.g. Will knowing the **effect** of a medicine **affect** whether or not you take it?

**Spell some Y5 and 6 words correctly?** 

Can you spell *some* words correctly from the Y5/6 statutory spellings list?

E.g. It was **apparent** that Gemma was **embarrassed** when she dropped all of the **equipment** in the **queue** outside of the **restaurant**.

**Write legibly and fluently?** 

Can you write legibly, fluently and with increasing speed?

E.g. *My writing is speedy but always neat.*

## Am I working at the expected standard? Have I met all the standards from the previous level? If so, can I...

### Write for different purposes and audiences?

Can you write for a range of purposes and audiences, confidently selecting the appropriate structure and organisation of a text?

E.g. writing a set of instructions that utilise presentational features, such as bullet marks or numbered lists, sub-headings and diagrams.

### Describe settings and characters?

Can you describe settings, characters and atmosphere to consciously engage the reader?

E.g. consciously choosing vocabulary in order to create an atmosphere and feeling within a narrative, which leaves the reader wanting to know more.

### Use dialogue?

Can you use dialogue to convey a character and advance the action with increasing confidence?

E.g. including short conversations between characters within narratives, which reveal information crucial to the plot's development.

### Use organisational features?

Can you select and use organisational and presentational devices that are relevant to the text type?

E.g. underlining subheadings within a non-chronological report to differentiate them from the body of text.

### Begin to proofread to précis?

Can you begin to proofread work to précis longer passages by removing unnecessary repetition or irrelevant details?

E.g. improving writing by recognising repetitive parts and removing or refining them in order to allow the writing to flow better.

### Create linked paragraphs?

Can you create paragraphs that are usually suitably linked?

E.g. the events of the second paragraph logically and fluently follow on from the events of the first paragraph and start with a suitable linking word or phrase.

### Proofread and assess work?

Can you proofread your work and assess the effectiveness of yours and others' writing and make the necessary corrections and improvements?

E.g. recognising and correcting incorrect grammatical choices and up-levelling work with improved vocabulary and punctuation choices.

### Use commas to clarify?

Can you use commas to clarify meaning or to avoid ambiguity with increasing accuracy?

E.g. The monkey, Bernard, appeared intelligent with many human characteristics. He, unlike other animals, seemed to understand the English language.

### Use the full range of punctuation?

Can you use the full range of punctuation from previous year groups, including:

**Full stops**, e.g. Zoe took a photograph.

**Capital letters**, e.g. Mr Patel was walking his dog, Jett.

**Question marks**, e.g. What is wrong with me?

**Exclamation marks**, e.g. How silly that girl was!

**Commas within lists**, e.g. Frogs are green, slimy and cold.

**Apostrophes to show possession**, e.g. The girl's boat slammed into the rocks.

**Apostrophes to show contracted forms**, e.g. You can't do that or you'll get hurt.

### Use a wider range of linking words?

Can you use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, place adverbials and number?

E.g. The bus stop must reopen because it is essential for shoppers. **Secondly**, it is a good source of income for the town.

**Use relative clauses?** 

Can you use relative clauses beginning with a relative pronoun?

E.g. Professor Scribble, **who was a famous investor**, had made a new discovery.

**Use parenthesis?** 

Can you use brackets, dashes or commas to begin to indicate parenthesis?

E.g. My teacher (Mr Griffith) is excellent at teaching English. However, my friend, Kayden, doesn't listen.

**Use adverbs and modal verbs?** 

Can you use adverbs and modal verbs to indicate degrees of possibility?

E.g. It **might** rain tonight. **Perhaps** you should take an umbrella just in case.

**Spell many verb prefixes?** 

Can you spell *many* verb prefixes correctly?

E.g. The judge must **overturn** the decision before we can **reopen** the club.

**Convert nouns/adjectives into verbs?** 

Can you convert nouns or adjectives into verbs using suffixes?

E.g. If you work hard, you will be able to **graduate**.  
Jade watched the water **solidify** into ice.

**Spell many complex homophones?** 

Can you spell many complex homophones correctly?

E.g. Dr Habib **practises** medicine at the local doctor's **practice**.

**Spell many Y5 and Y6 words correctly?** 

Can you spell many words correctly from the Y5/6 statutory spellings list?

E.g. Experts **suggest** that, if **parliament** does not create a new **system**, the current **government programme** could be **disastrous** for the **environment**.

**Write legibly and fluently?** 

Can you write legibly, fluently and with increasing speed?

E.g. My writing is *speedy but always neat*.

**Am I working at greater depth within the expected standard?** Have I met all the standards from the previous level? If so, can I...

### Consistently produce accurate writing?

Can you consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes?

E.g. a portfolio of writing that evidences different writing styles each with a range of devices written for different purposes.

### Describe with carefully chosen vocabulary?

Can you describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace?

E.g. specifically selecting adjectives, adverbs and fronted adverbials in order to create suspense and tension within a thriller.

### Regularly use dialogue?

Can you regularly use dialogue to convey a character and advance the action?

E.g. a narrative which contains well-written dialogue, which contributes to the story's plot and the development of characters within the text.

### Proofread to précis longer passages?

Can you proofread to précis longer passages by removing unnecessary repetition or irrelevant details?

E.g. significantly shortening writing to create a succinct, well-thought-out text that contains no unnecessary details.

### Consistently link paragraphs?

Can you consistently link ideas across paragraphs?

E.g. events in all paragraphs logically and fluently follow on from the events of the previous in seamless and smooth transitions.

### Proofread and assess work?

Can you proofread your work and assess the effectiveness of yours and others' writing and make the necessary corrections and improvements?

E.g. recognising and correcting incorrect grammatical choices and up-levelling their work with improved vocabulary and punctuation choices.

### Begin to perform compositions?

Can you begin to perform your own compositions using appropriate intonation, volume and movement so that meaning is clear?

E.g. reading a poem aloud to a group of peers, and changing volume and tone in line with vocabulary choices to create the desired effect.

### Consistently use commas to clarify?

Can you consistently use commas to clarify meaning or to avoid ambiguity?

E.g. Although she had won the award, Janine cried. Her parents, Susan and Kim, watched on in amazement.

### Use a wide range of linking words?

Can you use a wide range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, place adverbials and number adverbials?

E.g. Later on, Gina felt exhausted. Beneath the blankets, she tried to catch up on her sleep.

### Confidently use relative clauses?

Can you confidently use relative clauses beginning with a relative pronoun?

E.g. Class 7, whose attendance was consistently brilliant, won the trophy.

### Use parenthesis?

Can you use brackets, dashes or commas to indicate parenthesis?

E.g. Marcus – **whose photograph was featured** – celebrated that the article had been published. Joe, **however**, did not.

### Use adverbs and modal verbs?

Can you use a range of adverbs and modal verbs to indicate degrees of possibility?

E.g. I was **certain** that Alice would come for tea but it looks as though she **probably will not** make it.

### Spell *most* verb prefixes?



Can you spell *most* verb prefixes correctly?

E.g. I was **disappointed** when I had to **deactivate** my account.

### Convert nouns/adjectives into verbs?



Can you regularly convert nouns or adjectives into verbs using suffixes?

E.g. I had to **notify** the council that I saw Jimmy **falsify** the election documents.

### Spell *most* complex homophones?



Can you spell most complex homophones correctly?

E.g. Ms Turnpike, the school **principal**, set out the school **principles** at the staff meeting.

### Spell *most* Y5 and Y6 words correctly?



Can you spell *most* words correctly from the Y5/Y6 statutory spellings list?

E.g. It was **awkward** to watch the **committee communicate** with such **hindrance** because they were **frequently interrupting** and **interfering** with the **community**.

### Write legibly and fluently?



Can you write legibly, fluently and with increasing speed?

E.g. My writing is *speedy but always neat*.