

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

Write for a range of purposes?

Can you confidently and independently write within a number of these fiction and non-fiction text types?

Narrative: telling a story within different genres, e.g. adventure stories, science fiction stories, ghost stories, myths or legends.

Recount: a sequential retelling of events, e.g. a diary entry, a biography or a newspaper report.

Procedure or Set of Instructions: a sequenced set of events to explain how something should be done, e.g. a recipe, a guide to looking after a pet or a set of instructions for playing a game.

Report: a description of what something is or was like and provides information about it, e.g. informative leaflet or factsheet, a report on a school project, a letter or a news report.

Explanation: an explanation of how or why something happens or works, e.g. a factsheet explaining the phases of the moon or a presentation on what causes a volcano to erupt?

Persuasion: an argument for a particular point of view or to persuade someone to do something, e.g. a letter to persuade or protest, a book review, a debate speech or an advert.

Discussion/ Balanced Argument: a presentation of a balanced argument comparing different viewpoints, e.g. should children wear school uniform or should zoos be banned?

Poetry: a collection of verses to entertain, to reflect on a subject, to tell a story or convey a message, e.g. an anti-bullying rap or a free verse poem based on a thought or feeling.

Use paragraphs to organise my ideas?

Do you always start a new paragraph when you start to write about a different person, location or event?

In fiction texts, describe settings and characters?

Using **expanded noun phrases**? e.g. ...the slight, black-coated figure... ...thick layers of cavernous snow...

Using **prepositional phrases**? e.g. ...against the window... ...under the moonlit sky... ...with a deep sigh...

Using **figurative language and personification**? e.g. ...screeched like a wailing cat.....the sun smiled down on them...

In non-fiction texts, use simple devices to structure my writing and support the reader?

In non-fiction writing, do you organise your work into appropriate sections/ ideas/topics using introductions, headings, sub-headings, bullet points and conclusions where necessary?

Use capital letters and full stops correctly?

Can you use a full stop at the end of every command or statement sentence? e.g. Harry stopped and stared. "Go and tidy your bedroom."



Can you use capital letters at the beginning of sentences and for proper nouns? e.g. During Fiona's first visit to London in July, she went on a sightseeing tour to Buckingham Palace.



Use question marks correctly?

Can you use a question mark to demarcate every question sentence? e.g. Would he survive the journey? What are the stages of the water cycle?



Use commas within lists?

Can you use commas to demarcate items in a list? e.g. They were all packed for the camping trip with sleeping bags, tent pegs, air beds and their camping stove.



Use apostrophes for contractions?

Can you correctly use apostrophes in contracted words in informal writing? e.g. I'd never been so terrified. That wasn't the only problem.



Spell *most* of these Y3/Y4 words correctly?

accident	early	length	promise
accidentally	earth	library	purpose
actual	eight	material	quarter
actually	eighth	medicine	question
address	enough	mention	recent
although	exercise	minute	regular
answer	experience	natural	reign
appear	experiment	naughty	remember
arrive	extreme	notice	sentence
believe	famous	occasion	separate
bicycle	favourite	occasionally	special
breath	February	often	straight
breathe	forwards	opposite	strange
build	fruit	ordinary	strength
busy	grammar	particular	suppose
business	group	peculiar	surprise
calendar	guard	perhaps	therefore
caught	guide	popular	though
centre	heard	position	thought
century	heart	possess	through
certain	height	possession	various
circle	history	possible	weight
complete	imagine	potatoes	woman
consider	increase	pressure	women
continue	important	probably	
decide	interest		
describe	island		
different	knowledge		
difficult	learn		
disappear			

Spell *some* of these Y5/ Y6 words correctly?

accommodate	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	disastrous	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	

Produce legible handwriting?

Can you write in a neat style that is easy to read?

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

Write for a range of purposes and audiences?

Can you confidently and independently write within most of these fiction and non-fiction text types, selecting language that is suitable for the reader?

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In fiction texts, describe settings, characters and atmosphere?

Using short sentences, rhetorical questions and ellipsis moments to create atmosphere? e.g. Distant voices whispered. She stood motionless and waited... Why would there be a knock on the door at this time?

Using expanded noun phrases? e.g. ...a dark, blustery afternoon... ...the slight, black-coated figure... ...thick layers of cavernous snow...

Using prepositional phrases? e.g. ...against the window... ...under the moonlit sky... ...with a deep sigh...

Using figurative language and personification? e.g. ...screached like a wailing cat... the sun smiled down on them...

Use dialogue to convey character and advance the action?

Using direct speech to show a character's feelings, thoughts or opinions? e.g. "This competition is in the bag," bragged Declan. "M..m..maybe it's gone now," stuttered Paulina.

Using direct speech to advance the action? e.g. "Wait don't go in there!" "Strap yourself in. We're preparing for re-entry."

Use a range of cohesive devices within and across sentences?

Using pronouns to refer back to a point? e.g. Everything was still... This is usually because of...

Using fronted adverbials? e.g. Within a few minutes,... As the day went on,... Once the sun had set,...

Using -ed opening clauses? e.g. Puzzled,... Frustrated,...

By referring to the same person, object or event in a variety of ways? e.g. a heavy gust of wind, the disastrous snow storm, a powerful blizzard.

Use vocabulary and grammatical structures that reflect the style of writing?

Can you use modal verbs to show the likelihood or possibility of events? e.g. The coastline will start to erode... The minotaur could be hiding anywhere...



Can you use the passive voice accurately? (subject + was/were + past participle) e.g. The priceless vase was broken... The traumatised children were rescued...



Use different verb forms mostly accurately?

Do you always have subject/verb agreement throughout your work? e.g. The swooping bird was... My friend and I were...



Can you use the present and past perfect tense correctly? (has/ had +past participle) e.g. Their popularity has increased... The snarling beast had escaped...



Can you use the present continuous tense correctly? (is/am/are + present participle) e.g. He is exploring... I am recording...



Can you use the past continuous tense correctly? (was/were + present participle) e.g. She was weeping... They were watching...

Can you use modal verbs to show how likely an event is to happen in the future? e.g. The coastline will start to erode... The minotaur could be hiding anywhere...

Use inverted commas?

Can you usually punctuate direct speech correctly? e.g. "Draw your sword," proclaimed the knight. "Don't defy me!" The conductor muttered, "Take your seats."



Use commas for clarity?

Can you usually use commas to demarcate clauses? e.g. Trying to lend a helping hand, Zara washed the dishes. The spectators, who were crammed into the stadium, cheered in triumph.



Use punctuation for parenthesis?

Can you usually use commas, brackets and dashes to mark parenthesis? e.g. My brother (the scruffiest person in history) never washes his hair. The Empire State Building, which is located in New York, is one of the tallest structures in America. Many wild cats- but not all of them- originate from Africa.



Sometimes use dashes, semi-colons, colons and hyphens?

Can you sometimes correctly include dashes in your work? e.g. It felt like forever- the longest day in history.



Can you sometimes correctly include semi-colons in your work? e.g. Jack's eyes slowly opened; there was no one to be seen.



Can you sometimes correctly include colons in your work? e.g. They all knew her secret: she was obsessed with books.



Can you sometimes correctly include hyphens in your work? e.g. anti-climax, a real eye-opener, twenty-four people.



Spell *most* of these Y5/ Y6 words correctly and use a dictionary to check other unusual spellings?

accommodate	conscious	familiar	nuisance	signature
accompany	controversy	foreign	occupy	sincere
according	convenience	forty	occur	sincerely
achieve	correspond	frequently	opportunity	soldier
aggressive	criticise	government	parliament	stomach
amateur	curiosity	guarantee	persuade	sufficient
ancient	definite	harass	physical	suggest
apparent	desperate	hindrance	prejudice	symbol
appreciate	determined	identity	privilege	system
attached	develop	immediate	profession	temperature
available	dictionary	immediately	programme	thorough
average	disastrous	individual	pronunciation	twelfth
awkward	embarrass	interfere	queue	variety
bargain	environment	interrupt	recognise	vegetable
bruise	equip	language	recommend	vehicle
category	equipped	leisure	relevant	yacht
cemetery	equipment	lightning	restaurant	
committee	especially	marvellous	rhyme	
communicate	exaggerate	mischievous	rhythm	
community	excellent	muscle	sacrifice	
competition	existence	necessary	secretary	
conscience	explanation	neighbour	shoulder	

Maintain a legible, fluent and speedy handwriting style?

Can you write with speed using a joined, legible handwriting style?

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

Write for a range of purposes and audiences?

Can you confidently and independently write within **all** of these fiction and non-fiction text types using the appropriate structure, features, layout and language?

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Manage shifts between levels of formality through selecting vocabulary precisely, by manipulating grammatical structures and distinguishing between the language of speech and writing?

In formal writing, by..

using some passive sentence structures? e.g. The suspects were seen by... They were traditionally worn by...

using technical/ precise vocabulary choices? e.g. Every dancer has unique feet with varying length, shape, arch, flexibility, extension and strength.

using subjunctive verb forms? e.g. If he were to become wealthy,... I recommend that he be jailed...

using modal verbs? e.g. should it become a problem... might I suggest...

In informal writing and speech, by...

using informal/conversational language? e.g. Awesome! Come on, that's a right joke!

using idioms, colloquialisms, clichés, slang or dialect? e.g. feeling under the weather... raining cats and dogs... it was a no-brainer...

using question tags? e.g. That's surely not the case, is it? You agree, don't you?

referring directly to the reader (using 'you')? e.g. Have you ever thought about... I'm certain that you would find...

using contracted apostrophe words? could've... shouldn't... won't... I'll...

Use the full range of punctuation taught at key stage 2 mostly correctly, including:

All full stops, capital letters, exclamation marks and speech marks?



Inverted commas? e.g. "Ewan!" boomed a voice. The professor snarled, "Don't mess with me boy."



Commas, brackets and dashes to mark parenthesis? e.g. Ballet dancers jump en pointe (on the tips of their toes) during performances. Only three major cities- Sheffield, Manchester and London- are involved. The bus, which was late, headed for the town.



Commas to demarcate clauses and separate items in a list? e.g. Dogs require a lot of care, e.g. walking, grooming, feeding and regular check-ups with a vet. Kangaroos, which are native to Australia, are marsupials. Half way up a nearby cliff, the puffins were clearly visible.



Dashes? e.g. I tell myself everything will be okay – nothing could possibly go wrong.



Hyphens? e.g. human-eating fridge, self-confidence, three-quarters



Semi-colons? e.g. He raced on into the darkness; he could hear his mother's voice echoing in his head.



Colons? e.g. I wasn't just physically lost: I had no one.

