



Pupil Name _____

Sentences	Punctuation	Text Structure & Organisation	Composition	Vocabulary	Drafting & Editing
<p>AF5 – vary sentences for clarity, purpose and effect</p>	<p>AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</p>	<p>AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events AF4 – construct paragraphs and use cohesion within and between paragraphs</p>	<p>AF1 – write imaginative, interesting and thoughtful texts AF2 – produce texts which are appropriate to task, reader and purpose</p>	<p>AF7 – select appropriate and effective vocabulary</p>	<p>AF8 - how to plan, revise & evaluate writing</p>
<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><i>Use different sentence types e.g. reported speech, rhetorical questions.</i></p> <p><i>Use a wider range of subordinating connectives (whilst, until, despite) with possible use of several subordinate clauses to aid economy of expression (Because of their courageous efforts, all of the passengers were saved, which was nothing short of a miracle).</i></p>	<p>Across a wider range of extended writing</p> <p><i>Full range of punctuation used almost always correctly</i></p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use commas to clarify meaning and avoid ambiguity</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><i>Material is structured clearly, with sentences organised into appropriate paragraphs.</i></p> <p><i>Development of material is effectively managed & controlled across text, contributing to overall effectiveness of text e.g. closings refer back to openings</i></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</p> <p><i>Main purpose of writing is clear and consistently maintained with some effective selection & placing of content to inform / engage reader</i></p> <p><i>Development of ideas appropriately shaped for selected form through elaboration & imaginative detail e.g. expansion of key events, detailed characterisation</i></p> <p><i>Controlled clear viewpoint established, generally consistent with some development of opinion, attitude, position or stance e.g. discussion essay about school uniform</i></p> <p><i>Features of selected form clearly established with some adaptation to purpose e.g. level of formality, adaptation of content for genre / audience</i></p> <p><i>Varied stylistic features may support both purpose & effect e.g. alliteration, metaphors, puns, emotive phrases</i></p>	<p>Across a wider range of extended writing</p> <p><i>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)</i></p> <p><i>Modifiers contribute to shades of meaning e.g. extremely</i></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 including that within Appendix 2</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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