

## 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-levering 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 Scriffle, **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.*