

Sentence Structure and Punctuation

- uses full range of punctuation accurately to demarcate sentences; within sentences uses commas to mark grammatical boundaries (with occasional lapses in accuracy), apostrophes and ellipsis for omission or to suggest a shift in time, place, mood or subject
- uses a variety of single clause and multi-clause sentences where appropriate, including embedded subordinate clauses for economy of expression
- maintains tense and person consistently; where shifts in tense occur, moves between them with some confidence
- uses conditional structures (modals) to persuade, e.g. using *if...then*, *might*, *could*, *would* in deduction, speculation, supposition
- uses passive constructions where appropriate, justifying why a passive construction is preferable to an active and vice versa
- uses and distinguishes informal and formal structures in writing (informal: contractions, slang), (formal: the subjunctive mood *'if I were'* or *'Were they to come'*, or *'I demand that...'*)
- uses semi-colons, colons and dashes to mark the boundary between independent clauses
- uses hyphens to avoid ambiguity e.g. *'man-eating shark'* rather than *'man eating shark'*
- proof reads for spelling and punctuation

Effect on Audience

- Maintains a clear focus when selecting content; plans quickly and effectively
- writes in a range of genres/forms, taking account of different audiences and purposes
- chooses register (formal/informal, personal/impersonal) appropriately and for effect
- makes precise vocabulary, sentence length, sentence complexity and punctuation choices
- maintains interest for the reader through varied devices, structures and features, e.g. layout; direct appeal to audience; character development; advancing action effectively; ability to experiment with story opening - starting in the midst of circumstances or with snatches of dialogue or with narrator's synopsis
- in narrative and poetry, creates vivid imagery through expressive and figurative language consistent with mood/atmosphere
- interweaves elements of dialogue, action, description (setting, characters) appropriately
- integrates dialogue in narratives to convey character and advance the action
- writes well-structured openings and ensures that the ending relates convincingly to central plot
- develops points of view and 'narrative voice' (e.g. *asides to reader*, *comments on action*, *indication of character's thoughts and/or feelings*, *contrasts/balances viewpoints in discursive texts*)
- evaluates and edits own and others' vocabulary, grammar and punctuation to enhance effects and clarify meaning

Text Organisation

- uses paragraphs purposefully and creatively to clearly structure main ideas across the text, experimenting with order and length e.g. effective use of one-word paragraphs
- uses cohesive devices within paragraphs e.g. secure use of pronouns, conjunctions, adverbials, including prepositions
- makes some links across paragraphs using a wider range of cohesive devices e.g. questions/statements to bridge: *'It was at this point that Dr. Barnardo decided he must take action and the next stage of his work began...'*; confident use of a range of adverbials of time/frequency and subordinating conjunctions to link, compare or contrast; ellipsis; repetition of a word or phrase
- use organisational and presentational devices to structure text and guide reader (headings, bullet points, diagrams, graphs, captions, underlining, size of font etc)
- makes appropriate use of structure in poetry, according to the chosen form e.g. *rhythmic patterns in sonnets or ballads*, *syllable patterns in haiku*
- Uses grammatical terminology when talking about own and other's writing: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points. Continues to use terminology from previous year groups.

Handwriting

- **writes legibly, fluently and with increasing speed** by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters, e.g. using unjoined script for captions, diagram labels, headings in non-fiction, slogans in posters, filling in a form, in algebra

Spelling

- **spells most words relating to Y5/6 curriculum statements and word lists correctly, after independently proof-reading**
- spells most words relating to the statements from previous year groups correctly, after independent proof-reading
- **uses dictionaries to check the spelling and meaning of words**
- uses a thesaurus