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

Write for a range of purposes and audiences?

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

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.

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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 some cohesive devices within and across sentences?

Using pronouns to refer back to a noun you have already introduced? e.g. Susie darted past the aliens and raced for her life. She gasped for breath in a panic as it felt like there was no way to escape them.

Using fronted adverbials? e.g. Later the same day,... Back at the house,... Once the egg has hatched,...

Using topic words linked to a theme? e.g. avalanche, blizzard, mountain range, conditions.

Describe settings and characters?

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. ...screched like a wailing cat... ...the sun smiled down on them...

Use paragraphs to organise my ideas?

In narrative writing, do you always start a new paragraph when you start to write about a different person, location or event?

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

Can you use fronted adverbials to open your paragraphs so they flow on from each other? e.g. Later that same night,... In conclusion,... Once the King had stepped down,...
Use co-ordinating and subordinating conjunctions?
Can you use co-ordinating conjunctions accurately? e.g. The back leg of the chair suddenly snapped so Tom fell heavily to the floor. The campfire was now lit but the children still shuddered in the cold night air and yet but nor so or for.
Can you use subordinating conjunctions in your sentences? e.g. The dog leapt heroically from its basket as he had caught sight of the intruder. The football team sadly lost since they had so many injured players.

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 exclamation marks correctly?
Can you use an exclamation mark for an exclamation sentence beginning with ‘how’ or ‘what’? e.g. What a great footballer he is! How kind you are!
Can you use an exclamation mark to show a shout of surprise, anger or excitement? e.g. Sit down now! Oops! Wow!

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 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?

<table>
<thead>
<tr>
<th>accident</th>
<th>different</th>
<th>important</th>
<th>potatoes</th>
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</thead>
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<tr>
<td>actually</td>
<td>disappear</td>
<td>knowledge</td>
<td>possible</td>
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<td>earth</td>
<td>length</td>
<td>question</td>
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<td>material</td>
<td>recent</td>
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<td>notice</td>
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<td>possess</td>
<td>weight</td>
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<td>imagine</td>
<td>possession</td>
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<td>describe</td>
<td>increase</td>
<td>possible</td>
<td>women</td>
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</table>

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

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

### Produce legible, joined handwriting?

Can you write in a joined, 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?

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### Create atmosphere, and integrate dialogue to convey character and advance the action?

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

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.”

### Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly?

Can you use formal language and grammar where appropriate? e.g. Within a letter of protest: ‘Surely it is obvious that this situation is unacceptable.’ Within a report: ‘During the eruption, the lava soars up from the magma chamber and plumes of dense smoke form.’

Can you use informal language and grammar where appropriate? e.g. Within a diary entry: ‘I didn’t see that coming! OMG...how embarrassing!’ Within narrative when using speech- “Hi! It’s me. I’ve just popped in.”

### 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 passive and modal verbs mostly correctly?
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 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 a wide range of clause structures, sometimes varying their position within the sentence?
Can you open your sentences with a subordinate clause? e.g. As the sun drifted behind a cloud,... Despite her having a difficult childhood,...
Can you use subordinate clauses after your main clause? e.g. ...since it was too late for the last train. ...because they are suited to that habitat.
Can you use relative clauses beginning with a relative pronoun? (who, whom, whose, that or which) e.g. Fred captured the slippery newt that had escaped from the pond. Queen Victoria, who ruled England for many decades, had nine children.

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.

Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision?
Using expanded noun phrases? e.g. ...a young but intelligent boy... ...the deserted, neglected shacks... ...shimmering turquoise water...
Using prepositional phrases? e.g. ...with a gobsmacked face... ...in Victorian times...
Using adverbs? e.g. ...extremely disappointed... ...was violently attacked... ...perhaps it was a mistake...

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.
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- accommodate
- accompany
- according
- achieve
- aggressive
- amateur
- ancient
- apparent
- appreciate
- attached
- available
- average
- awkward
- bargain
- bruise
- category
- cemetery
- committee
- communicate
- community
- competition
- conscience
- existance
- explanation
- familiar
- foreign
- forty
- frequently
- government
- guarantee
- harass
- hindrance
- identity
- immediate
- immediately
- individual
- interfere
- interrupt
- language
- leisure
- lightning
- marvellous
- mischievous
- muscle
- necessary
- neighbour
- nuisance
- occupy
- occur
- opportunity
- parliament
- persuade
- physical
- prejudice
- privilege
- profession
- programme
- pronunciation
- queue
- recognise
- recommend
- relevant
- restaurant
- rhyme
- rhythm
- sacrifice
- secretary
- shoulder
- signature
- sincere
- sincerely
- soldier
- stomach
- sufficient
- suggest
- symbol
- system
- temperature
- thorough
- twelfth
- variety
- vegetable
- vehicle
- yacht

Maintain a legible, fluent and speedy handwriting style, choosing whether or not to join specific letters?

Can you write with speed using a joined, legible handwriting style?
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**Manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures?**

**Using more complex fronted adverbials?** e.g. With their pink silky ribbons, ... After a tremendously successful career, ...

**Using -ing opening clauses?** e.g. Attending the award ceremony, ... Sprinting back down the mountain, ...

**Using ellipsis to let the reader make an assumption?** e.g. Or so he thought... But the chaos was about to really start...

**Making deliberate, apt word choices linked to a theme?** e.g. applause, crowd, rapturous laughter, appreciation.

**Selecting verb forms for meaning and effect?**

Can you switch between past and present tense for effect? e.g. He raced down the rickety stairs – even the seventh one that makes an ear-splitting creak.

Can you use the past perfect tense in the passive form to create tension? e.g. Had he been seen?... Had they noticed it was missing?...

Can you use the passive voice to create a more formal tone? (subject + was/were + past participle) e.g. They were invented during the 1920s... It was thought that...
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.