



### 1. Composition: Sentences

- 1a. Use expanded noun phrases (including preposition phrases)
- 1b. Use adverbs and adverbials of time, place, manner, degree or frequency
- 1c. Use figurative language (similes, metaphors, alliteration etc.)\*
- 1d. Open sentences in a variety of ways (-ing, -ed, -ly etc.)
- 1e. Use modal verbs to suggest degrees of possibility
- 1f. Use passive voice
- 1g. Use cohesion within sentences (determiners and pronouns) and across paragraphs (adverbials, ellipsis, openers)
- 1h. Verb tenses are accurate
  - 1i. Use Standard English in formal writing\*
  - 1j. Use expanded forms in formal writing\*
  - 1k. Use subjunctive form in formal writing\*
  - 1l. Use precise, technical vocabulary\*
  - 1m. Use multi-clause sentences\*
  - 1n. Use single words for effect\*
- 1o. Deliberately switch verb forms for effect\* (perfect, progressive, passive etc.)\*

### 2. Punctuation

- 2a. Use capital letters and full stops accurately
- 2b. Use question marks and exclamation marks accurately
- 2c. Use commas to separate items in a list
- 2d. Use apostrophes for contractions
- 2e. Use apostrophes for possession
- 2f. Use commas for clarity to separate clauses / phrases
- 2g. Use inverted commas and other speech punctuation correctly
- 2h. Use colons
  - 2i. Use semi-colons
  - 2j. Use punctuation for parenthesis (brackets, dashes and commas)
- 2k. Use dashes to join clauses or phrases
- 2l. Use hyphens to link words

### 3. Composition: Narrative

- 3a. Describe settings, character and atmosphere
- 3b. Use a range of synonyms to avoid repetition
- 3d. Use dialogue to convey character
- 3e. Use dialogue to advance action (including additional clauses) e.g. "Watch out!" cried Simon, as he pushed past the crowd.
- 3f. Use local dialects in informal speech\*

### 4. Composition: Non-Fiction

- 4a. Write a clear introduction, main body and conclusion
- 4b. Use logical paragraphs
- 4c. Use organisational devices e.g. headings, subheadings, bullet points, glossary etc.

### 5. Composition: Editing

- 5a. Propose changes to grammar and punctuation
- 5b. Proof read to check for spelling errors using a dictionary
- 5c. Check own writing against genre success criteria

### 6. Spelling

- 6a. Spell words from Year 5/6 word list
- 6b. Use taught prefixes and suffixes in writing
- 6d. Use most Y6 spelling rules (RWI scheme)
- 6e. Use homophones mostly accurately

### 7. Handwriting

- 7a. Handwriting is legible and joined with increasing speed appropriate to task

\* statements denote greater depth requirements