



	Purposeful	Organised	Grammar Giant	Word Wonder	Handwriting Hero	Spelling
Greater Depth	<p>P28 I can apply a range of strategies and techniques when describing, to create vivid, sensory images and atmosphere.</p> <p>P27 I can craft characters, settings and plots, using a range of techniques.</p> <p>P26 I can be ambitious in my writing.</p>	<p>O36 I can use a wider range of subordinating conjunctions to clarify relationship between ideas including: Time order: at first, then, later Logical order: therefore, consequently, as a result. Contrast: on the other hand, in contrast Developing ideas: firstly, secondly, finally Simple Ordering: because of this, moreover, what is more, in addition.</p>	<p>G44 I can use a range of sentence structures, placing the subordinate/relative clause at the beginning, in the middle, or at the end of a sentence.</p>			
Expected	<p>P25 I can develop and adapt research notes to appeal to a given audience and purpose.</p> <p>P24 I can write accurately, with the correct form and features when writing a wide range of texts (including well –structured formal expository and narrative essays; stories; poetry; notes and polished scripts for talks and presentations; non-narrative texts, including arguments, personal and formal letters.)</p> <p>P23 I can use controlling techniques for a specific purpose and for a particular audience, sustained throughout a piece of text.</p> <p>P22 I can establish a convincing, individual voice or point of view and mostly sustain this.</p>	<p>O35 I can write sentences which begin to manipulate lengths, structures and subjects to provide clarity and emphasis e.g. variation of sentence length, variation in word order, modal verbs used in verb phrases.</p> <p>O34 I can independently plan, draft, write, edit and improve texts.</p> <p>O33 I can demonstrate a range of techniques to signal overall direction of the text for the reader. Precisely chosen adverbials, deliberate repetition, consistent and correct choice of tense sustained.</p> <p>O32 I can re-draft fully a piece of written work to make improvements.</p> <p>O31 I am beginning to vary structure and length of paragraphs for effect on the reader. One word/sentence paragraphs and use of flashbacks.</p> <p>O30 I can write sentences which have more than one sub-clause to establish meaning. The snake, with its leathery hide, slithered through the darkness of the classroom, its eyes piercing the darkness.</p>	<p>G45 I can use the passive voice to affect the presentation of information in a sentence.</p> <p>G43 I can use verb phrases for specific effects -- precision, humour and persuasion.</p> <p>G42 I can use noun phrases for specific effects - precision, humour and persuasion.</p> <p>G41 I can consistently use a full range of accurate punctuation in a variety of sentence structures. . ? ! ... ‘ ’ “ ” ; () – (commas to mark clauses)</p> <p>G40 I can use colons, semi-colons and dashes to indicate independent clauses, choosing which to use within a given text type. Dashes for informal diary entries/Semi-colons for essays.</p> <p>G39 I can proof-read to check for errors in spelling, grammar and punctuation.</p>	<p>W28 Use figurative language to develop descriptions.</p> <p>W27 I can use the subjunctive form when writing in a formal style.</p> <p>W25 I can use vocabulary and structures that are appropriate for formal speech and writing.</p> <p>W24 I can use word choices that are well matched to purpose and audience.</p>	<p>H18 I can maintain legible and fluent handwriting, which is joined, when writing at speed for a sustained period of time.</p>	<p>S26 I can apply spelling strategies to spell high frequency and commonly used words.</p> <p>S25 I can write from memory simple sentences, dictated by the teacher or peers, that include words from year 7 and 8 spelling lists</p> <p>S24 I can place the possessive apostrophe accurately in words with regular plurals e.g. girls’, boys’ and in words with irregular plurals e.g. children’s</p> <p>S23 I can spell ALL words correctly from year 5 and 6 spelling lists.</p> <p>S17 I can spell homophones, identifying the different spellings.</p>