

<b>Writing Statements – demonstrated in independent work</b>					
<b>Text structure and organisation (inc. layout and paragraphing)</b>					
From examining good examples, I can produce well structure and organised writing using a range of conventions in layout e.g.					
I can use paragraphs consistently and appropriately					
I can use different techniques to open or conclude work appropriately (e.g. opinion, summary, justification, comment, suspense or prediction)					
My writing includes a range of devices to adapt the text to the needs of the reader, (e.g. headings, sub-headings, bullet, underlining, parenthesis, introduction providing content, footnote, contents)					
<b>Composition (inc. audience, viewpoint, tense, vocab, composition)</b>					
I choose whether my writing is to be formal or informal, depending upon audience and purpose (appropriate use of Standard English, conversational, dialect terms etc.)					
I can select the correct genre for audience and purpose and use it accurately					
I can select from a wide range of known imaginative and ambitious vocabulary and use it precisely e.g.					
I can use a range of narrative techniques with confidence, interweaving elements when appropriate (dialogue, quotation, and suspense)					
I can use two literary features to create effect (e.g. alliteration, onomatopoeia, figurative language, dialect, simile, metaphor etc.) in my poetry and fiction writing					
I can interweave implicitly and explicitly links between sections					
My use of tense and the subject verb agreement is correct					
I can show confident and established 'voice'					
I can indicate degrees of possibility using adverbs e.g. perhaps, surely, might, could, will, must					
My descriptive writing helps picture the setting, characters' personality, mood or atmosphere					
<b>Sentence construction (inc. sentence types and conjunctions)</b>					
I can use the passive voice for variety and to shift the focus (e.g. 'The cake was eaten by the child')					
I can vary the length of my sentences and word order confidently to sustain interest (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?')					
I use ordering connectives to build cohesion within a paragraph and to link ideas across paragraphs					
<b>Grammar and punctuation</b>					
My subject verb use is accurate (e.g. The books the pens and the pencils <b>were</b> already on the table)					
I can use a wider range of punctuation – at least 3 of the following are accurate in all pieces of my work: comma, apostrophe, bullet points, inverted commas, hyphen, brackets colon or semi colon					
I can use punctuation appropriately to create an effect (e.g. exclamation mark, dash, question mark and ellipsis)					
I can use punctuation to show division between clauses, to clarify meaning, to vary pace, to create atmosphere or to sub divide (e.g commas, colons, semi-colons, dashes, ellipsis)					
I can use brackets, dashes or commas to indicate parenthesis					
<b>Spelling</b>					
My spelling is accurate in all but the most complex of words, e.g. paraphernalia, quintessential					
<b>Handwriting</b>					
I can write neatly, legibly, and accurately in a flowing style (joined preferably)					
I can adapt my handwriting for a range of tasks and purposes, including for effect					
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
/25 statements	/25 statements	/25 statements	/25 statements	/25 statements	/25 statements

**Spelling** – I can use these spelling rules:

'shus' ending spelt 'cious' or 'tious' e.g. vicious, cautious	'shil' spelt 'cial' or 'tial' e.g special, partial	'ant/ance/ancy' and 'ent/ence/ency' endings	'able/ible' endings distinguished	ough letter string, bought, through etc.
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**Grammar** – I know the meaning of these terms:

modal verb	relative pronoun	relative clause	parenthesis	bracket	dash	cohesion	ambiguity
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