West Park Primary School							F
	Stage 6- Working at Expected Stando	ırd					West Park Primary
	nn Spring Summer	Al	A2	SI	S2	SI	S2
Target							
Writing for a	choosing the right features of a genre						
range of purposes	choosing the right language for the genre						
and audiences by	being aware of the audience of the piece of writing						
	making notes before writing and develop my ideas using my own reading & research						
	using a range of organisation features to structure my writing and guide						1
	the reader e.g- sub-headings, columns, bullet points and tables						
Using verb tenses cor							
In narratives,	Mixed sentence types (short, complex, multi-clausal) for effect						
describing settings, characters and atmosphere	Expanded noun phrases with pre and post modifiers 2A						
	Show not tell sentences SNT						
	Similes, metaphors and personification S FL						
	Ellipsis to create tension and atmosphere						
In narratives,	Convey character IC						
integrating dialogue that	Moves the action on eg Speech verb action IC						
Using a range of	Using pronouns to refer back to a point					1	1
cohesive devices	Con junctions (subordinating & co-ordinating) C						
within and across	Adverbials (including fronted adverbials) to show time, place, manner and						-
sentences and	reason AT AM AP						
paragraphs	Ellipsis (to withhold information)						
	Lexical Cohesion (Repetition of vocabulary)						
	Non-fiction: Heading/subheading						
Selecting	Ambitious appropriate vocabulary						
vocabulary and	Passive verbs						
grammatical	Modal verbs (can, could, may, might, will, would shall, should)						
structures that	Relative clauses PP						+
reflect the	Range of Different sentence openers eg -ing starter, Fronted adverbial,						+
formality of the writing	Subordinate conjunction, -ed starter FA						
Punctuation used	Capital letters, Full Stops						
mostly correctly	Full stops, Question marks and Exclamation marks						
	Hyphens and dashes HP						
	Correct punctuation of dialogue IC						
	Commas for lists CL						
	Commas for clarity (Clauses, fronted adverbials)						
	Apostrophes for omission						
	Apostrophes for possession						
	Punctuation for parenthesis PP						
	Colons and Semicolons HP						
I can assess the effectiveness of my own and other's writing							
I can proof read and edit my writing for spelling and punctuation errors, tenses							
and correct verb and subject agreement					1		
I can suggest changes to vocabulary, grammar and punctuation to enhance my							
writing and darify meaning.			1				
Spelling most words correctly (Year 3-6)					1		1
	Using a dictionary to check the spelling of more ambitious vocabulary Maintaining legible joined handwriting when writing at speed						
Maintaining legible							

West Pa	rk Primary School- Stage 6- Working at Greater Depth	spring	Spring2	Summer I	Summer 2
Write effectively for a range of purposes and audiences,	the features of the genre throughout the piece				
selecting the appropriate form and drawing independently on	The language of the genre throughout the piece				
what they have read as models for their own writing (e.g.	Language appropriate to the audience throughout the piece				
literary language, characterisation, structure)	Language appropriate to a book that has been read and the writing is based on				
Distinguish between the	e language of speech and writing3 and choose the appropriate register				
	nd conscious control over levels of formality, particularly through r and vocabulary to achieve this				
Use the range of punctuation taught	Semi-colons to mark the boundary between independent clauses				
at key stage 2 correctly (e.g. semi-	Colons to mark the boundary between independent clauses				
colons, dashes, colons, hyphens) and, when necessary, use such punctuation	Commas to enhance meaning (eg between co-ordinating conjunctions for effect) and not comma splicing.				
precisely to enhance meaning and avoid ambiguity.^					