West Park Primary School Stage 5 - Working at Expected Standard A2 S2 Assessment Autumn SI SI Target Writing for a range I can confidently select structure, language and organisation of a text depending on audience and purpose of purposes and I can chose the level of formality for a piece of writing and sustain it across the audiences by majority of the work I can show evidence of extended writing (one page of Al+ or more) I can use single and multi-clause sentence lengths for effect (Longer for buildup, shorter for action) SS In narratives, I can use a wide range of clauses: describing settings, -Drop in -ed, and -ing, including where clauses have different tenses characters and -Complex sentences with more than one subordinate clause atmosphere I can use expanded noun phrases with pre and post-modifiers and prepositional 2A AP AT AM phrases I can use show not tell sentences to create mood SNT I am beginning to use figurative language (metaphors, personification and onomatopoeia) to add detail In narratives, I can begin to convey and tell the reader more about the character integrating dialogue that I can use some cohesive devices across paragraphs and sentences so that my writing is not repetitive and flows wellpronouns/ appropriate nouns Using a range of Con junctions cohesive devices within and across Pronouns sentences and Lexical cohesion paragraphs fronted adverbials I can use paragraphs to organise ideas and that are suitably linked In non-fiction, I can use: Heading/subheading/bullet points/columns I can use adverbials to show time, place, manner and reason (including fronted) I can use ambitious appropriate vocabulary and technical/subject specific Selecting vocabulary vocabulary to reflect the formality and grammatical I can use a range of different sentence openers e.g. -ing starter, fronted structures that adverbial, Subordinate conjunction reflect the I can use formal Adverbials in appropriate genre/audience (e.g. Moreover) formality of the Use relative clauses beginning with a relative pronoun writing Use verb tenses mostly I can use adverbs and modal verbs to indicate degrees of possibility consistently and correctly I can show some evidence of perfect tense and subject verb agreement throughout the writing I can write reported and direct speech accurately Punctuation used I can use commas for clarity (Clauses, fronted adverbials, Speech) and to mostly correctly avoid ambiguity with increasing accuracy I can use apostrophes for singular possession and some use of apostrophes for plural possession I can begin to indicate parenthesis-Dashes Commas Brackets I am beginning to use: and; I can spell correctly most words from the year Y3/4 word list I can spell correctly some words from the year Y5/6 word list I can show evidence of legible and joined up handwriting

I can improve my writing by making additions and revisions to vocabulary, grammar and punctuation.

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| Begin to write | Maintaining features of the genre throughout the piece | | | | |
| effectively for a range of purposes | Selecting the appropriate verb form (including progressive, perfect and modal) | | | | |
| and audience by | Make vocabulary and grammatical choices for effect | | | | |
| | Drawing independently on what they have read as models for their own writing (e.g. literary language, structures, characterisation) | | | | |
| Control and sustain l | evel of formality e.g. vocabulary choice, use of contractions, use of n | nulti-cla | usal sent | ences etc | |

Use the range of punctuation taught YI-5 mostly correctly (e.g. punctuation for parenthesis)