

St. Bartholomew's C of E Primary School
Stage 5 Writing

| Sentences WG: S | Punctuation WG: P | Text Structure and Organisation WG: TO | Composition WG: C | Vocabulary WG: V | Drafting & Editing WG: DE |
|---|--|--|--|---|--|
| <p><u>Across a range of independent and cross curricula writing</u></p> <p>1) Use a variety of sentence lengths, structures and subjects provides clarity and emphasis</p> <p>2) Use different sentence types e.g. reported speech, rhetorical questions.</p> <p>3) Use a wider range of subordinating connectives (whilst, until, despite) with possible use of several subordinate clauses to aid economy of expression (Because of their courageous efforts, all of the passengers were saved, which was nothing short of a miracle).</p> <p>4) Confidently control a range of sentences to achieve purpose and effect.</p> | <p><u>Across a range of independent and cross curricula writing</u></p> <p>1) Full range of punctuation used almost always correctly e.g. commas to mark phrases & clauses, brackets, dashes.</p> <p>2) Syntax and a full range of punctuation are consistently used accurately</p> | <p><u>Across a range of independent and cross curricula writing</u></p> <p>1) Material is structured clearly, with sentences organised into appropriate paragraphs.</p> <p>2) Development of material is effectively managed & controlled across text, contributing to overall effectiveness of text <i>e.g. closings refer back to openings</i></p> <p>3) Paragraphs clearly structure main ideas across text to support purpose, <i>e.g. clear chronological or logical links between paragraphs</i></p> <p>4) Within paragraphs/sections, a range of devices support cohesion, <i>e.g. secure use of pronouns, connectives, references back to text</i></p> <p>5) Some shaping of paragraphs may be evident to highlight or prioritise information, provide chronological links, build tension or interject comment or reflection</p> <p>6) Writing is clearly controlled and sequenced using a range of features to signal the overall direction of the text.</p> <p>7) Paragraphs clearly support meaning and purpose.</p> | <p><u>Across a range of independent and cross curricula writing</u></p> <p>1) Main purpose of writing is clear and consistently maintained with some effective selection & placing of content to inform / engage reader</p> <p>2) Development of ideas appropriately shaped for selected form through elaboration & imaginative detail <i>e.g. expansion of key events, detailed characterisation</i></p> <p>3) Controlled clear viewpoint established, generally consistent with some development of opinion, attitude, position or stance <i>e.g. discussion essay about school uniform</i></p> <p>4) Features of selected form clearly established with some adaptation to purpose <i>e.g. level of formality, adaptation of content for genre / audience</i></p> <p>5) Varied stylistic features may support both purpose & effect <i>e.g. alliteration, metaphors, puns, emotive phrases</i></p> <p>6) Can write independently at length in the following forms independently- Diaries, Autobiography, Description, Recounts, Poetry, Information, Non-chronological reports, Explanation, Persuasion, Argument, Discussion</p> <p>7) Controlled and imaginative use of devices and style to suit the purpose, audience and form.</p> <p>8) Convincing individual voice established and mostly maintained.</p> | <p><u>Across a range of independent and cross curricula writing</u></p> <p>1) Vocabulary predominately appropriate to text type & genre. Precise word choice may create impact & augment meaning. <i>e.g. hindrance, mischievous</i> (see word list & spellings for Y5 & 6)</p> <p>2) Modifiers contribute to shades of meaning <i>e.g. extremely</i></p> <p>3) Attempt varied and ambitious vocabulary.</p> | <p>1) Plan their writing thoroughly by identifying the audience for & purpose of writing, selecting form & using other similar writing as models.</p> <p>2) Draft & write effectively by selecting appropriate grammar & vocabulary, understanding how such choices change & enhance meaning.</p> <p>3) Précis longer passages</p> <p>4) Assess the effectiveness of their own & others' writing independently & with clarity.</p> <p>5) Independently propose changes to vocabulary, grammar & punctuation to enhance effects & clarify meaning.</p> <p>6) Proof-read for spelling & punctuation errors at Y6 level</p> |