

St. Bartholomew's C of E Primary School
Stage 4 Writing

Sentences WG: S	Punctuation WG: P	Text Structure and Organisation WG: TO	Composition WG: C	Vocabulary WG: V	Drafting & Editing WG: DE
<p>Across a range of independent and cross curricula writing</p> <p>1) Some variation in sentence structure through a range of openings e.g. some time later, our gang or speech.</p> <p>2) Sentences are mostly grammatically sound e.g. security of tense & person (Y5)</p> <p>3) Using passive verbs (Y6)</p> <p>4) Using the perfect form of verbs to mark the relationships of time & cause e.g. She had downloaded some songs (Y5)</p> <p>5) Use noun phrases to convey complicated information concisely (Y5)</p> <p>6) Use modal verbs or adverbs to indicate degrees of possibility (Y5)</p> <p>7) Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (Y5)</p> <p>8) Use and understand the grammatical terminology for Year 5 /6 accurately & appropriately in discussing their writing & reading</p> <p>9) Emphasis may be created through word order & accurate use of verb phrases, including use of passive e.g. the window in the greenhouse was broken. (Y6)</p>	<p>Across a range of independent and cross curricula writing</p> <p>1) Sentences generally demarcated accurately throughout text.</p> <p>2) Inverted commas to denote speech generally accurate, with some other speech punctuation e.g. The conductor shouted, "Sit down!" (Y5)</p> <p>3) Punctuate bullets consistently (Y6)</p> <p>4) Use a colon to introduce a list (Y6)</p> <p>5) Use semi-colons, colons or dashes to mark boundaries between independent clauses (Y6)</p> <p>6) use brackets, dashes or commas to indicate parenthesis (Y5)</p> <p>7) Use hyphens to avoid ambiguity (Y6)</p> <p>8) Use commas to clarify meaning or avoid ambiguity. (Y5)</p>	<p>Across a range of independent and cross curricula writing</p> <p>1) Use paragraphs/sections help to organise content <i>e.g. main idea usually supported or elaborated by following sentences</i></p> <p>2) Ideas or material generally in logical sequence but overall direction of writing not always clearly signalled</p> <p>3) Ideas are organised simply with a fitting opening and closing, sometimes linked</p> <p>4) Use a wide range of devices to build cohesion with in & across paragraphs e.g. the next day, in conclusion. although transitions may be awkward or abrupt. (Y5)</p> <p>5) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. (Y5)</p> <p>6) Using further organisational & presentational devices to structure text & guide the reader e.g. headings, bullet point, underlining. (Y6)</p> <p>7) Layout devices to structure texts e.g. headings, sub-headings, columns, bullets, tables. (Y6)</p> <p>8) Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. use of adverbials) and ellipsis. (Y5)</p>	<p>Across a range of independent and cross curricula writing</p> <p>1) Main purpose of writing is clear & incorporates relevant content to inform or engage reader.</p> <p>2) Can write independently at length in the following text types/genres using features that are appropriate to the task e.g. formality: Description Recounts Poetry Information Non-chronological reports Explanation Persuasion</p> <p>3) Some ideas and material developed in detail <i>e.g. descriptions elaborated by adverbial & noun phrases</i>. Ideas may be adapted beyond task prompt</p> <p>4) Straightforward viewpoint generally established and maintained. Contrasting opinions may be presented & some use of expert comment may be used to suggest credibility <i>e.g. writing in role as a scientist</i>.</p> <p>5) Some use of stylistic features support purpose <i>e.g. use of similes</i>.</p> <p>6) In writing narratives, consider how authors have developed characters & setting in what pupils have read, listened to or seen performed e.g. flashbacks. (Y5)</p> <p>7) In narratives, describe settings, characters & atmosphere, integrating dialogue to convey character & advance the action. (Y6)</p>	<p>Across a range of independent and cross curricula writing</p> <p>1) Some deliberate selection of phrases & vocabulary choices (e.g. technical terminology or vivid language such as poisonous or nobly - see spelling & word list)</p> <p>2) Progressively build a varied and rich vocabulary e.g. crescent, spontaneous (Y5)</p> <p>3) Be aware of the difference between structures typical of informal speech & structures appropriate for formal speech & writing e.g. question tags - He's your friend, isn't he? Or the use of subjunctive forms in very formal writing & speech e.g. The school rules demean that pupils not enter the gym at lunchtime (Y6)</p>	<p>1) Note & develop initial ideas. Plan their writing by identifying the audience for & purpose of writing, selecting form & using other similar writing as models.</p> <p>2) Draft & write 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 Propose changes to vocabulary, grammar & punctuation to enhance effects & clarify meaning.</p> <p>5) Ensure consistent & correct use of tense throughout writing. Ensure correct subject & verb agreement when using singular & plural, distinguishing between the language of speech & writing & choosing the appropriate register.</p> <p>6) Perform their own compositions using appropriate intonation, volume & movements so that meaning is clear.</p> <p>7) Proof-read for spelling & punctuation errors at Y5/6 level</p>