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| **Name:** | **Date/title/book:** | **Across the collection** |
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| COMPOSITION: PURPOSE & AUDIENCE | WTS: Write for a range of purposes. |  |  |  |  |  |  |
| **EXS: Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).**[From Y6 PoS: this must include examples of more formal writing.] |  |  |  |  |  |  |
| *GDS: Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).* |  |  |  |  |  |  |
| WTS: In narratives, describe settings and characters. |  |  |  |  |  |  |
| **EXS: In narratives, describe settings, characters and atmosphere.** |  |  |  |  |  |  |
| **EXS: Integrate dialogue in narratives to convey character and advance the action.** |  |  |  |  |  |  |
| WTS: Use paragraphs to organise ideas. |  |  |  |  |  |  |
| WTS: In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points). |  |  |  |  |  |  |
| **EXS: Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.** |  |  |  |  |  |  |
| From PoS: Make choices in drafting and revising writing, showing understanding of how these enhance meaning. |  |  |  |  |  |  |
| From PoS: Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use). |  |  |  |  |  |  |
| GRAMMAR | **EXS: Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).** |  |  |  |  |  |  |
| **EXS: Use verb tenses consistently and correctly throughout their writing.** |  |  |  |  |  |  |
| *GDS: Distinguish between the language of speech and writing and choose the appropriate register.* |  |  |  |  |  |  |
| *GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.* |  |  |  |  |  |  |
| PUNCTUATION | WTS: Use … mostly correctly  | capital letters. |  |  |  |  |  |  |
| full stops. |  |  |  |  |  |  |
| question marks. |  |  |  |  |  |  |
| commas for lists. |  |  |  |  |  |  |
| apostrophes for contraction. |  |  |  |  |  |  |
| **EXS: Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).** |  |  |  |  |  |  |
| *GDS: Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.* |  |  |  |  |  |  |
| TRANSCRIPTION | WTS: Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list. |  |  |  |  |  |  |
| **EXS: Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.** |  |  |  |  |  |  |
| WTS: Write legibly. |  |  |  |  |  |  |
| **EXS: Maintain legibility in joined handwriting when writing at speed.** |  |  |  |  |  |  |