

GROUP	NAMES	GENRES/DATE				
COMPOSITION: PURPOSE & AUDIENCE	Write for a range of purposes and audiences, selecting language that shows some awareness of the reader. <i>eg. Simplifying vocabulary for a young audience, maintaining impersonal language in a formal information text.</i>					
	In narratives, describe settings and characters to begin to develop atmosphere.					
	Move beyond literal description with pace and purpose.					
	Use dialogue in narratives.					
	Use a range of devices to build cohesion within and across paragraphs.					
	Make choices in drafting and revising writing, in order to enhance meaning.					
	Proofread for spelling, punctuation and grammar errors, correcting obvious errors.					
	Consciously choose a range of literary devices to use/add in for effect <i>eg. Short sentences for effect or complex sentences to describe.</i>					
GRAMMAR	Select appropriate grammar and vocabulary to change and enhance meaning.	Use a range of verb forms to mark relationships of time and cause.				
		Use modals and adverbs to indicate possibility.				
		Use relative clauses and a range of clause structures (sometimes varying their position within the sentence) for effect. Secure and extended from Y4.				
PUNCTUATION	Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and direct speech punctuation (secure from Y4).					
	Indicate parenthesis using brackets, commas or dashes.					
	Use punctuation to ensure meaning is clear, particularly commas for clarity.					
TRANSCRIPTION	Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> • Common exception words from KS1 • Y4/4 statutory words • homophones 					
	Use and spell correctly many words from the Y5/6 spelling list.					
	Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.					
	Maintain legible and joined writing when writing at speed.					