



	Purposeful	Organised	Grammar Giant	Word Wonder	Handwriting Hero	Spelling
Greater Depth	<p>P32 I can keep a narrative viewpoint throughout e.g. 1st person/3rd person.</p> <p>P31 I can use my own distinctive personal voice and style which is matched to the effect I am trying to make.</p>	<p>O38 I can shape and craft individual paragraphs for imaginative or rhetorical effect e.g. last sentence echoing the first; lengthy single sentence paragraph to convey inner monologue.</p>		<p>W32 I can draw on powerful, ambitious and new vocabulary from my reading.</p> <p>W31 I can move my writing between levels of formality through selecting vocabulary to precisely develop description.</p>		
Expected	<p>P30 I can vary the level of formality and choose to use other stylistic devices within my writing for effect.</p> <p>P29 I can establish a well-judged, distinctive individual voice which I can sustain throughout.</p> <p>P28 I can apply a range of strategies and techniques when describing, to create vivid, sensory images and atmosphere.</p> <p>P27 I can craft characters, settings and plots, using a range of techniques.</p> <p>P26 I can be ambitious in my writing.</p> <p>P24 I can write accurately, with the correct form and features when writing a wide range of texts (including well – structured formal expository and narrative essays; stories; poetry; notes and polished scripts for talks and presentations; non-narrative texts, including arguments, personal and formal letters.)</p>	<p>O37 I can link paragraphs together across a whole text, using a range of strategies to support cohesion and with paragraphs of different lengths to create specific effects.</p> <p>O36 I can use a wider range of subordinating conjunctions to clarify relationship between ideas including: Time order: at first, then, later Logical order: therefore, consequently, as a result. Contrast: on the other hand, in contrast Developing ideas: firstly, secondly, finally Simple Ordering: because of this, moreover, what is more, in addition.</p> <p>O35 I can write sentences which begin to manipulate lengths, structures and subjects to provide clarity and emphasis e.g. variation of sentence length, variation in word order, modal verbs used in verb phrases.</p> <p>O34 I can independently plan, draft, write, edit and improve texts CONSIDERING how their writing reflects the audience and purpose for which it was intended.</p>	<p>G46 I can use a range of sentence structures to give clarity and emphasise meaning with use of adverbials, prepositional phrases and non-finite clauses.</p> <p>G45 I can use the passive voice to affect the presentation of information in a sentence.</p> <p>G44 I can use a range of sentence structures, placing the subordinate/relative clause at the beginning, in the middle, or at the end of a sentence.</p> <p>G43 I can use verb phrases for specific effects -- precision, humour and persuasion.</p> <p>G42 I can use noun phrases for specific effects - precision, humour and persuasion.</p> <p>G41 I can consistently use a full range of accurate punctuation in a variety of sentence structures. MY PUNCTUATION IS NEAR TO PERFECTION. . ? ! ... ‘ ’ “ ” : ; () – (commas to mark clauses, :semi-colon to mark independent clauses – to explain why)</p> <p>G39 I can proof-read to check for errors in spelling, grammar and punctuation.</p>	<p>W30 Use figurative language to develop descriptions.</p> <p>W29 I can use the subjunctive form when writing in a formal style.</p> <p>W28 I can spell complex words generally correctly including uncommon and ambitious vocabulary e.g. occasionally and occurrence.</p> <p>W27 I can use imaginative description and imagery that engages the reader and creates specific effects.</p> <p>W26 I can apply spelling strategies to spell high frequency and commonly used words.</p> <p>W25 I can use vocabulary and structures that are appropriate for formal speech and writing.</p>	<p>H18 I can maintain legible and fluent handwriting, which is joined, when writing at speed for a sustained period of time.</p>	<p>S25 I can write from memory simple sentences, dictated by the teacher or peers, that include words from year 7 and 8 spelling lists</p> <p>S24 I can place the possessive apostrophe accurately in words with regular plurals e.g. girls’, boys’ and in words with irregular plurals e.g. children’s</p> <p>S23 I can spell ALL words correctly from year 5 and 6 spelling lists.</p> <p>S17 I can spell homophones, identifying the different spellings.</p>

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