



Name: _____

Stage 5		Working Towards Age Expected	Working At Age Expected	Working At Greater Depth
Composition	Grammar Sentence Structure	I can use a mixture of simple, compound and complex sentences to extend meaning and add variety and interest, starting to take into account audience and purpose for writing. I can use a variety of sentence structures but they may not always be controlled. I can use some relative clauses with support. I can usually direct and reported speech appropriately. My tense changes are usually appropriate and usually accurate. I can use fronted adverbials to vary sentence structure, although this may not always be controlled.	I can use a mixture of simple, compound and complex sentences to extend meaning and add variety and interest, taking into account audience and purpose for writing. I can use expanded phrases and clauses to add information or detail. I can use direct and reported speech appropriately. My tense changes are appropriate and consistently accurate. I am beginning to use relative clauses beginning with who, which, where, when whose that or omitted relative pronoun. I am beginning to indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will must).	I can use a mixture of simple, compound and complex sentences to extend meaning and add variety and interest, taking into account audience and purpose for writing and understanding the impact on the reader (e.g. the use of short sentences to add tension or increase pace) I can confidently use expanded phrases and clauses to add information or detail. I can use direct and reported speech consistently and appropriately. My tense changes are appropriate and consistently accurate. I am more confident with the use of relative clauses beginning with who, which, where, when whose that or omitted relative pronoun to add detail to writing.
	Punctuation	I can mark all sentences appropriately with full stops and capital letters. I am starting to use commas to clarify meaning or avoid ambiguity (e.g. Let's eat grandma. Let's eat, grandma) I am starting to use inverted commas and other punctuation to indicate direct speech and I am starting to use new lines for each new speaker	I can mark all sentences appropriately and accurately, with few mistakes, using full stops and capital letters, showing a clear understanding of an independent clause. I can recognise and fix comma splices in my writing. I can use commas to clarify meaning and avoid ambiguity. (E.g. Let's eat grandma. Let's eat, grandma.) I can use inverted commas to mark direct speech, with new lines used for each new speaker. I can use brackets, dashes or commas to indicate parenthesis.	I can confidently use commas for a variety of reasons. I am starting to use a wider range of punctuation to extend my sentences. I can confidently and accurately punctuate speech. My use of brackets, dashes or commas to indicate parenthesis is growing.
	Organisation Text Structure	I can write for a range of purposes and audiences. My writing is organised appropriately for the purpose of the reader, using a clear structure in which events are well paced and logically related. My paragraphs are usually suitably linked, however transition may be awkward. My characters are developed through action and description. I can describe my setting and use this to create and reflect changes in mood. In my non-fiction writing, new sections/paragraphs are mostly indicated by the consistent use of sub-headings or introductory phrases. In non-fiction, connections between ideas are established and maintained. My ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader, showing mostly effective use of the structure of the chosen non-fiction text type	I can write for a range of purposes and audiences. I can choose the structure and organisation of text depending on audience and purpose. My story structure is well developed, using paragraphs to mark changes of time, scene, action or person. Within my paragraphs, sequences of events are developed around a main sentence. My characters are developed through descriptions of appearance, actions and direct or reported speech. I can use fronted adverbials of time, place and number to link ideas across paragraphs. My tense choice and other devices are used to build cohesion within and across paragraphs. My writing shows consistently effective use of the structure of the chosen non-fiction text. I can use a widening range of layout conventions and presentational devices to show main and supporting points. My ideas are linked across paragraphs.	Across my writing conscious control of paragraphing helps shape the overall pieces in both narrative and non-fiction writing. I can use fronted adverbials of time, place and number to link ideas across paragraphs independently through my writing and across the curriculum. I can use tense choice and other devices to build cohesion within and across paragraphs independently through my writing and across the curriculum I can independently show consistent and effective use of the structure of the chosen non-fiction text type in my writing. I can independently use a widening range of layout conventions and presentational devices that are used to indicate main and supporting points. My Ideas are linked across paragraphs.
	Vocabulary	I can use adverbials and expanded noun phrases used to engage and inform. My vocabulary choices are often adventurous. I can use technical and precise vocabulary for effect in nonnarrative writing. My narrator's or character's viewpoint is established. My writing in a range of forms is lively and thoughtful, with ideas often sustained and developed in interesting ways, seeking to engage the reader. My writing shows usually appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience. My writer's viewpoint is established and usually maintained	My nouns and noun phrases are modified by preposition phrases to expand and develop ideas, information and description. My narrators or character viewpoints are established and controlled. My writing shows mostly appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience. I can effectively use technical and precise vocabulary for effect. (E.g. to inform, persuade, explain etc.) My writer's viewpoint is established and controlled. (E.g. a consistent perspective is evident throughout the piece)	My writing demonstrates carefully chosen vocabulary and phrases (including relative clauses) to clarify meaning, enhance effect, add/slow pace and conjure mood. My viewpoint is usually well controlled and convincing. I can use precise, varied and technical vocabulary effectively to support the writer's purpose, clarify meaning or add interest
	Drafting and Editing	I can independently, proof-read and amend my own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text. I am able to suggest some areas for improvement.	I can usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in my own and others' writing.	I can propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in my own and others' writing.
Transcription	Spelling	I can use spelling rules from years 3 and 4 accurately. I am starting to apply some spelling rules and patterns for year 5 and 6. (English Appendix 1)	I can correctly apply some spelling rules and patterns for year 5 and 6. (English Appendix 1) I can use further prefixes and suffixes and understand why I use them. I can spell some silent letters. I can continue to distinguish between homophones and other words that are often confused. I can use the first three or four letters of a word to check it's spelling and meaning. I can use a thesaurus.	I can correctly apply more spelling rules and patterns for year 5 and 6. (English Appendix 1) I can use all of the previous spelling rules with increasing accuracy.
	Handwriting	My handwriting is usually legible and fluent, including appropriate choice of letter shape, however this is not always maintained. I can usually decide whether or not to join letters.	My handwriting is legible and fluent, including appropriate choice of letter shape. I can decide whether or not to join letters.	My handwriting is legible, fluent and is usually maintained when writing at an efficient speed. I have developed a personal, legible style.