

## Stage 5 Writing

### Spelling

Spell prefixes and suffixes

Spell homophones and other words that are often confused

Spell 300 HFW, common exception words from Y3/ 4

Use spelling rules

### Handwriting

Produce consistent and fluent joined writing

Choose a writing style and writing implement for purpose

### Plan

Identify the audience for and purpose of the writing

Note initial ideas drawing from reading and research

### Draft and Write

Use appropriate grammar and vocabulary for task

Develop characters through what they say and do ('showing not telling')

Develop settings (use a range of senses)

Balance dialogue and description

Use cohesive devices within paragraphs (secure use of pronouns, conjunctions and adverbials including prepositions)

Control length, pacing and detail of paragraphs e.g. different sentence lengths, using dialogue and reported speech or verb strings

Show a point of view

Group information moving from general to specific giving examples or elaborations (paragraphs have opening statements)

### Evaluate and Edit

Present information using a range of devices e.g. headings, underlining

Assess effectiveness and propose changes (vocabulary, grammar and punctuation)

Ensure consistent and correct use of tense

Ensure correct subject and verb agreement

Check the use of appropriate formal and informal features

Proof read for spelling and punctuation errors

Use a dictionary to check spelling and meaning (first 3-4 letters) and use a thesaurus

### Punctuation

Use brackets, dashes or commas for parenthesis

Use a comma correctly to clarify meaning or avoid ambiguity

Use punctuation with accuracy: capital letters, full stops, question marks, exclamation marks, commas, inverted commas and apostrophes for possession and contraction

### Vocabulary and Grammar

Use informal and formal structures e.g. question tags 'He's your friend, isn't he?' or the subjunctive mood 'If I were you, I would run.'

Use the perfect form of verbs to mark relationships of time and cause

Use expanded noun phrases to convey complicated information concisely

Indicate degree of possibility using adverbs (for example, perhaps, surely) or modal verbs (might, should, will, must)

Use relative clauses beginning with who, which, where, when, whose, that

Use a range of conjunctions and adverbials to link, compare and contrast and extend ideas, information and events

### Self-Assess

