

## Stage 6 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

Use words with silent letters

### Handwriting

Produce consistent and fluent joined writing

Choose a writing style and writing implement for purpose

Choose a writing implement for purpose

### Plan

Select an appropriate form that is matched to audience for and purpose of writing

Note and develop initial ideas drawing from reading and research

### Draft and Write

Select appropriate grammar and vocabulary for task

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

Create an atmospheric setting (use a range of senses)

Interweave dialogue, action 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)

Précis longer passages

Make some links across paragraphs e.g. signalling forwards or backwards, use of adverbials, subordinating conjunctions, ellipses, repetition of a word or

Show flexibility in text structure e.g. start narrative in the midst of action

Develop points of view and 'narrative voice', e.g. asides to the reader

### Evaluate and Edit

Make appropriate choices to present information (including bullet points)

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

Maintain tense consistently when changes of tense occur

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 semi-colons, colons and dashes to mark the boundary between independent clauses

Use colons to introduce lists and for wider purpose e.g. to lead reader

Use semi-colons to separate list items of more than one word

Use hyphens to avoid ambiguity

Punctuate bullet points consistently

Use an ellipsis to show omission or hesitation

Use accurate punctuation: capital letters, full stops, question marks, exclamation marks, commas, inverted commas and apostrophes for possession and contraction, and brackets, dashes or commas for parenthesis

### 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 passive to affect the presentation of information in a sentence

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

