

Stage 7 Writing

Plan, Draft and Write

Write fluently and at length

Use appropriate style and form to suit a specific audience and purpose

Use ambitious and precise new vocabulary from reading and listening

Create extended imagery by using apt figurative language

Use devices consistent with the text type e.g. cliff-hangers, dramatic pauses,

Begin to develop increasingly sophisticated and mature themes that show some insight of social and cultural issues outside of own experience

Organise ideas appropriately to text e.g. using chronological paragraphs or moving from big picture description to specific detail

Summarise and organise material with factual detail

Use a range of devices within and between paragraphs to achieve cohesion and signpost direction e.g. conjunctions/adverbials to indicate agreement or contrast

Use graphical features appropriately to guide reader e.g. subheadings, underlining

Use Standard English confidently

Evaluate and Edit

Evaluate and amend own and others' writing to improve ideas, organisation, cohesion

Evaluate and amend own and others' writing to improve grammar, spelling and punctuation

Punctuation

Use inverted commas e.g. around quotes and odd or unusual terms, jargon or slang

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

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

Self-Assess

