

## Stage 8 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, Draft and Write

Write fluently and at length for a specific purpose

Select appropriate style and form in order to engage a specific audience

Use ambitious and precise new vocabulary from reading and listening to enhance impact e.g. use rhetorical devices to draw an emotional response from the audience

Demonstrate a sustained awareness of reader through pacing, elaboration and justification

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

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

Create extended imagery by using apt figurative language sustaining ideas through the text

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

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

Establish a convincing voice e.g. expert view

Express complex ideas as simply as possible using nouns and verbs with precision

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 or choose not to use Standard English when appropriate

### 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 punctuation with precision, not overusing sophisticated marks

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 a range of sentence types to create fluid blocks of text or to create effect e.g. repetition to convey boredom, short tenses for anger

Use confident and assured use of formal language e.g. use the subjunctive mood

Break convention to achieve specific effects e.g. repetition of speech-like structures to suggest distress 'and he. he knew it

Manipulate tense for effect and sustain control

Use modifiers to qualify, intensify, emphasise and generalise

### Self-Assess

