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| **Key:**  X - For met target at ARE level. KPI - Key Performance Indicator | | | | Aut1 | Aut2 | Spr1 | Spr2 | Sum1 | Sum2 |
| **Children should write for a range of audiences and purposes including, recounts, re-tell, letters to and from, instructions,**  **invitations and simple report.** | | | | | | | | | |
| **KPI** | **1** | **Uses capital letters and full stops *(demarcate sentences).*** | |  |  |  |  |  |  |
| **2** | **Spells words containing each of the 40+ phonemes already taught correctly or with**  **plausible GPC.** | |  |  |  |  |  |  |
| **3** | **Correctly writes independent simple sentences include words using the GPCs and common**  **exception words taught so far.** | |  |  |  |  |  |  |
| **4** | **Begin to form lower-case letters in the correct direction, starting and finishing in the right**  **place *(but size may be inconsistent).*** | |  |  |  |  |  |  |
| **5** | **Sequences sentences to form short narratives.** | |  |  |  |  |  |  |
| **Spelling** | **6** | Apply most taught spelling rules (Appendix 1). | |  |  |  |  |  |  |
| **7** | Add a range of prefixes and suffixes. | |  |  |  |  |  |  |
| **8** | Pupils can use their knowledge of phonics to write words. | |  |  |  |  |  |  |
| **9** | Pupils can use root words and endings (Appendix 1). | |  |  |  |  |  |  |
| **10** | Spell the days of the week correctly. | |  |  |  |  |  |  |
| **Handwriting** | **11** | Sits correctly at a table and holds the pencil appropriately. | |  |  |  |  |  |  |
| **12** | Forms capital letters correctly (but size may vary). | |  |  |  |  |  |  |
| **13** | Forms digits 0-9 correctly but size may vary. | |  |  |  |  |  |  |
| **Sentence Structure** | **14** | Leave spaces between words. | |  |  |  |  |  |  |
| **15** | Talks about / discusses what they are going to write and can compose a sentence orally  before writing it. | |  |  |  |  |  |  |
| **16** | Use exclamation marks and questions marks *(demarcate sentences).* | |  |  |  |  |  |  |
| **17** | Uses a capital letter for proper names *(people, places, days of the week)* and for personal  pronoun ‘I’. | |  |  |  |  |  |  |
| **18** | Joins words and clauses using ‘and’ *(then, because for greater depth).* | |  |  |  |  |  |  |
| **19** | Use simple and some compound sentence structures. | |  |  |  |  |  |  |
| **Composition and Effect** | **20** | Begins to use tenses correctly *(e.g. the simple past and present).* | |  |  |  |  |  |  |
| **21** | Use some descriptive language *(e.g. colour, size and simple emotion).* | |  |  |  |  |  |  |
| **22** | Re-reads writing to check it makes sense and makes some corrections to it. | |  |  |  |  |  |  |
| **23** | Construct a simple piece of writing with a linear structure; beginning, middle and end. | |  |  |  |  |  |  |
| **24** | Simple story with good, bad or relevant characters. | |  |  |  |  |  |  |
| **25** | Read own writing aloud clearly, and can discuss what they have written with others *(peers or*  *teachers).* | |  |  |  |  |  |  |
| **GD Statement**   * Write effectively and coherently for different purposes, beginning to draw on their reading to inform the vocabulary and grammar of their writing. * Can sustain the writing of longer texts, which hold the interests of the reader. * Actively seek and use new words in their writing, including precisely chosen vocabulary. | | | Total |  |  |  |  |  |  |
| BLW = 0-7 WTS=7-12EXS=13-19 GD =20-25**Grade** |  |  |  |  |  |  |
| Target KPI |  |  |  |  |  |  |
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| **Key:**  X - For met target at ARE level. KPI - Key Performance Indicator IF - Interim framework | | | | Aut1 | Aut2 | Spr1 | Spr2 | Sum1 | Sum2 |
| **Children should write for a range of audiences and purposes including, recounts from their own experience or fiction, re-tell, letters to**  **and from, instructions, invitations, simple report, diaries, persuasion, setting and character descriptions e.g. wanted posters or part of a book review.** | | | | | | | | | |
| **KPI** | **1**  **IF** | **Segments spoken words into phonemes and represents these by graphemes, spelling many**  **correctly *(Phase 6 Letters and Sounds or equivalents).*** | |  |  |  |  |  |  |
| **2**  **IF** | **Consistently uses spaces between words that reflect the size of the letters.** | |  |  |  |  |  |  |
| **3**  **IF** | **Uses full stops, capital letters accurately in writing which should be close to a side of** | |  |  |  |  |  |  |
| **3a** | **As least 3 of the following should be used ; Exclamation marks , question marks , commas ( at least in a list ) apostrophes for simple contractions and for singular possession , full stop and capital** | |  |  |  |  |  |  |
| **4**  **IF** | **Uses present and past tense correctly and consistently, including the simple and**  **progressive form to mark actions in progress (e.g. she is drumming, he was shouting).** | |  |  |  |  |  |  |
| **5**  **IF** | **Spell many exception words *(most for Greater Depth).*** | |  |  |  |  |  |  |
| **Spelling** | **6**  **IF** | Add suffixes to spell words, including –ment, -ness, -ful, -less, -ly. | |  |  |  |  |  |  |
| **7** | Spells some common homophones, and distinguishes between homophones and near-  homophones. | |  |  |  |  |  |  |
| **8**  **IF** | Spell some contracted words. | |  |  |  |  |  |  |
| **9** | Use the possessive apostrophe in singular nouns GD. | |
| **Handwriting** | **10**  **IF** | Uses diagonal and horizontal strokes needed to join letters in some of their writing. | |  |  |  |  |  |  |
| **11**  **IF** | Capital letters, lower case letters and digits are consistently of the correct size, orientation and relationship to one another and to lower case letters. | |  |  |  |  |  |  |
| **Sentence Structure** | **12** | Use sentences of different forms: statements, questions, exclamations and commands.  **Short sentences, All the W’s , list sentence** | |  |  |  |  |  |  |
| **13** | Uses expanded noun phrases to describe and specify *(e.g. blue butterfly, plain flour).*  **list sentence** | |  |  |  |  |  |  |
| **14**  **IF** | Uses a variety of co-ordination *(conjunctions – or, and, but)* in writing.  **BOYS Sentences** | |  |  |  |  |  |  |
| **15**  **IF** | Uses a variety of subordination *(conjunctions – when, if, that, because)* in writing. | |  |  |  |  |  |  |
| **16**  **IF** | Separate items in a list using commas. | |  |  |  |  |  |  |
| **17** | Correctly writes simple sentences independently that include words using phonetically plausible and common exception words and punctuation taught so far *(Phase 6 Letters and*  *Sounds).* | |  |  |  |  |  |  |
| **Composition and** E**ffect** | **18** | Begin to divide their own writing into sections *(where appropriate).* | |  |  |  |  |  |  |
| **19** | Plan writing appropriately, by writing down ideas and / or key words, including new or  relevant vocabulary. | |  |  |  |  |  |  |
| **20** | Has stamina in writing, can write at least 3 parts. | |  |  |  |  |  |  |
| **21** | Read own writing aloud with appropriate intonation to make meaning clear. | |  |  |  |  |  |  |
| **22** | Evaluate their own and others finished writing with teacher and/ or peers. | |  |  |  |  |  |  |
| **23**  **IF** | Beginning to proof read own writing and make relevant corrections, e.g. can check verb tense  consistently, spelling, grammar and punctuation. | |  |  |  |  |  |  |
| **24** | Attempts to interest the reader through creating characters and settings. | |  |  |  |  |  |  |
| **25**  **IF** | Writing is appropriate for different purposes, follows forms of narrative *(real and fictional),*  recount and poetry. | |  |  |  |  |  |  |
| **Entry to standard- Can they produce a paragraph or more of developed ideas independently that can be read without help from the child. May be more like spoken that written ( may not be a retell)**  **GD Statement**   * Write independently, effectively, coherently and creatively for different purposes and a range of audiences, drawing on their reading to inform the vocabulary and grammar of their writing. * Sustain the writing of longer texts, which maintain the purpose of the text type. * Make simple additions, revisions and proof-reading corrections to their own writing. | | | Total |  |  |  |  |  |  |
| Grade |  |  |  |  |  |  |
| BLW = 0-7 WTS=7-12EXS=13-19 GD =20-25 |  |  |  |  |  |  |
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| **Key:**  X - For met target at ARE level. KPI - Key Performance Indicator | | | | Aut1 | Aut2 | Spr1 | Spr2 | Sum1 | Sum2 |
| **Children should write for a range of audiences and purposes including, recounts, re-tell, letters, instructions, reports, diaries, persuasion, poetry, explanation, narrative**. | | | | | | | | | |
| **KPI** | **1** | **Correctly writes simple sentences dictated by the teacher/independently that include**  **words using phonetically plausible and common exception words & punctuation taught so far.** | |  |  |  |  |  |  |
| **2** | **Is beginning to structure a sequence of events organised into paragraphs.** | |  |  |  |  |  |  |
| **3** | **Creates basic settings, characters and simple plot in narratives with appropriate detail.** | |  |  |  |  |  |  |
| **4** | **Punctuates sentences accurately using full stops, capital letters, exclamation marks and**  **question marks.** | |  |  |  |  |  |  |
| **5** | **Writing is mostly neat, well-spaced and generally of a consistent size.** | |  |  |  |  |  |  |
| **Spelling** | **6** | Uses further prefixes and suffixes and understand how to add them (English Appendix 1). | |  |  |  |  |  |  |
| **7** | Spells correctly words that are commonly mis-spelt (Appendix 1 Y3). | |  |  |  |  |  |  |
| **8** | Can spell most of the Year1/2 words and some of the Year3/4 words correctly in my writing. | |  |  |  |  |  |  |
| **9** | Can find words in a dictionary using the first two letters to check meaning. | |  |  |  |  |  |  |
| **Handwriting** | **10** | Is beginning to join letters accurately with appropriate diagonal or horizontal strokes. | |  |  |  |  |  |  |
| **Sentence Structure** | **11** | Write a range of sentences using conjunctions to show cause and effect, *(because, although,*  *so.)* *As –ly, BOYS sentence, --ing—ed , double ly ending* | |  |  |  |  |  |  |
| **12**  **IF** | Identify and use correct terminology for preposition, conjunction, prefix, clause, subordinate clause, direct speech, consonant, vowel and inverted commas *(speech marks).* | |  |  |  |  |  |  |
| **13**  **IF** | Some variety in subordinating conjunctions. Some use of, which, where, if, after, when *(at*  *least three different across a range of writing).* | |  |  |  |  |  |  |
| **14**  **IF** | Uses adverbs to convey time, place and manner. | |  |  |  |  |  |  |
| **15**  **IF** | Correct choice and consistent use of the present, past and prefect tense. | |  |  |  |  |  |  |
| **16**  **IF** | Uses apostrophes consistently for contractions and possessive *(singular and plurals)* correctly  50% of the time. | |  |  |  |  |  |  |
| **17** | Is beginning to use inverted commas to punctuate direct speech but is not always accurate. | |  |  |  |  |  |  |
| **18** | Where appropriate, some commas mark phrases and clauses. | |  |  |  |  |  |  |
| **19** | Proof read own writing and make appropriate corrections to spelling, punctuation, grammar  and vocabulary in respect to aspects learned this year. | |  |  |  |  |  |  |
| **Composition and effect** | **20** | Evaluate the effectiveness of their own writing taking into account the audience and purpose  and suggest improvements. | |  |  |  |  |  |  |
| **21** | Read aloud their own writing, to a group or the whole class, using appropriate intonation and  controlling the tone and volume so that the meaning is clear. | |  |  |  |  |  |  |
| **22** | Presentation of characters to interest the reader through use of some detail and dialogue  *(e.g. characters described through what they say and do).* To be able to create settings through simple descriptions. | |  |  |  |  |  |  |
| **23** | Uses simple organisational devices in non-narrative writing *(heading and sub-headings).* | |  |  |  |  |  |  |
| **24** | Discuss and record ideas for writing in simple forms of planning. | |  |  |  |  |  |  |
| **25** | Discuss writing similar to that which they are planning to write in order to understand and  learn from its structure, vocabulary and grammar *(e.g. identify some basic features of text).* | |  |  |  |  |  |  |
| **GD Statement**   * Write independently, effectively, coherently and creatively for a wide range of audiences and purposes, drawing on their reading to inform the vocabulary and grammar of their writing. * Sustain the writing of longer texts, which maintain the purpose of the text type, with cohesion and interest maintained throughout the piece.Make effective additions, revisions and proof-reading corrections to their own writing | | | Total |  |  |  |  |  |  |
| BLW = 0-7 WTS=7-12EXS=13-19 GD =20-25Grade |  |  |  |  |  |  |
| Target KPI |  |  |  |  |  |  |
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| **Key:**  X - For met target at ARE level. KPI - Key Performance Indicator | | | | Aut1 | Aut2 | Spr1 | Spr2 | Sum1 | Sum2 |
| **Children should write for a range of audiences and purposes including, recounts, re-tell, letters, instructions, reports, diaries,**  **persuasion, poetry, explanation, narrative.** | | | | | | | | | |
| **KPI** | **1** | **Writing has clear structure across a range of genre.** | |  |  |  |  |  |  |
| **2** | **Sustained pieces of writing in paragraphs which are used to organise ideas around a theme**  **or event, *(e.g. change of character, time, place and event).*** | |  |  |  |  |  |  |
| **3** | **Correctly writes simple sentences dictated by the teacher that are written independently**  **using spelling from NC appendix 1.** | |  |  |  |  |  |  |
| **4** | **Writing is of consistent size and is neat.** | |  |  |  |  |  |  |
| **5** | **Uses fronted adverbials *(e.g. start with time connective or adverb) followed by a comma.)***  ***Emotion, comma*** | |  |  |  |  |  |  |
| **Spelling** | **6** | Spell all of the Year1/2 words and most of the Year3/4 words correctly in my writing. | |  |  |  |  |  |  |
| **7** | Uses the possessive apostrophe correctly in words with regular plurals *(for example, girls’,*  *boys’*) and in words with irregular plurals. | |  |  |  |  |  |  |
| **8** | Use the first two or three letters of a word to check its spelling in a dictionary. | |  |  |  |  |  |  |
| **Handwriting** | **9** | Uses the diagonal and horizontal strokes that are needed to join letters correctly and understands which letters are best left unjoined. | |  |  |  |  |  |  |
| **Sentence Structure** | **10** | Punctuates direct speech accurately *(e.g. comma after reporting clause: end punctuation within inverted commas).* | |  |  |  |  |  |  |
| **11** | Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases *e.g. ‘The teacher’ expanded to ‘The strict maths teacher with curly hair sat on his*  *desk’.*  **2A Sentences** | |  |  |  |  |  |  |
| **12** | Uses appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. **Verb, person** | |  |  |  |  |  |  |
| **13** | Sentences include prepositions e.g. before, after, during, in, because of, under or  prepositional phrase. | |  |  |  |  |  |  |
| **14** | Uses Standard English forms for verb inflections instead of local spoken forms *(e.g. we were*  *instead of we was).* | |  |  |  |  |  |  |
| **15** | Uses detail to build character descriptions and provoke a response and begin to integrate  dialogue to convey characters. Action as if | |  |  |  |  |  |  |
| **16** | Write a complete story with a full sequence of events in narrative order. | |  |  |  |  |  |  |
| **17** | Write narrative that develops character, setting and plot. | |  |  |  |  |  |  |
| **Composition and** E**ffect** | **18** | Edit and improve a section through re-drafting. | |  |  |  |  |  |  |
| **19** | Discuss and record more detailed ideas for writing in the form of planning. | |  |  |  |  |  |  |
| **20** | Begin to use similes to add description to the writing. | |  |  |  |  |  |  |
| **21** | Read aloud their own writing to a group or the whole class, using appropriate intonation and  controlling the tone and volume so that the meaning is clear. | |  |  |  |  |  |  |
| **22** | Evaluate the effectiveness of own or others’ writing in connection to purpose and suggest  improvements. | |  |  |  |  |  |  |
| **23** | Begin to use both a formal and an informal style. | |  |  |  |  |  |  |
| **24** | Choose vocabulary for effect to reflect audience and purpose. | |  |  |  |  |  |  |
| **25** | Identify and use correct terminology for adverbial, determiner, pronoun and possessive  pronoun | |  |  |  |  |  |  |
| **GD Statement**   * Write independently, effectively, coherently and creatively for a wide range of audiences and purposes, drawing on their reading to inform the vocabulary and grammar of their writing. * Paragraphing is clear and ideas are developing and are linked to guide the reader through the text. * Writing has a clear voice, which is sustained through both shorter and more extended texts. * Make effective additions, revisions and proof-reading corrections to their own writing to impact on the reader. | | | Total |  |  |  |  |  |  |
| BLW = 0-7 WTS=7-12EXS=13-19 GD =20-25Grade |  |  |  |  |  |  |
| Target KPI |  |  |  |  |  |  |
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| **Key:**  X - For met target at ARE level. KPI - Key Performance Indicator | | | | Aut1 | Aut2 | Spr1 | Spr2 | Sum1 | Sum2 |
| **Children should write for a range of audiences and purposes including, recounts, re-tell, letters,, reports, diaries, persuasion, poetry,**  **explanation, narrative, discussion.** | | | | | | | | | |
| **KPI** | **1** | **Join writing legibly and fluently with increased speed.** | |  |  |  |  |  |  |
| **2** | **Ideas across paragraphs are linked using a wide range of cohesive devices.** | |  |  |  |  |  |  |
| **3** | **Secure use of complex sentences and position of clauses, which show an understanding of**  **how to achieve different effects.** | |  |  |  |  |  |  |
| **4** | **Identify the audience for and purpose of the writing selecting the appropriate form.** | |  |  |  |  |  |  |
| **5** | **Ensures the consistent and correct use of tense throughout a piece of writing.** | |  |  |  |  |  |  |
| **Spelling** | **6** | Spell most of the Year3/4 words and some of the Year5/6 words correctly in my writing. | |  |  |  |  |  |  |
| **7** | Knows that some words have silent letters and can spell them correctly *(e.g. knight, psalm).* | |  |  |  |  |  |  |
| **8** | Write words with prefixes and suffixes understanding the meaning and effect they convey  *(e.g. –ible, -able, ably, ibly etc).* | |  |  |  |  |  |  |
| **9** | Use a dictionary to check meaning and spelling of words and a thesaurus to find synonyms  using the first three or four letters of a word. | |  |  |  |  |  |  |
| **Sentence Structure** | **10** | Use brackets, dashes and/or commas to indicate parenthesis. | |  |  |  |  |  |  |
| **11** | Use commas to mark clauses in more complex sentences. **3 \_\_ed** | |  |  |  |  |  |  |
| **12** | Use a range of expanded noun phrases. **3 \_\_ed** | |  |  |  |  |  |  |
| **13** | Use modal verbs or adverbs to indicate degrees of possibility *(e.g. might, should, will, must).* | |  |  |  |  |  |  |
| **14** | Can mark relationships of time and cause, through the use of perfect form of verbs. | |  |  |  |  |  |  |
| **15** | Uses relative clauses beginning with who, which, where, when, whose, that or with an implied *(i.e. omitted)* relative pronoun. Noun, which/who/where | |  |  |  |  |  |  |
| **16** | Understands the purpose of different conjunctions and uses them appropriately across  different types of writing. | |  |  |  |  |  |  |
| **Composition and** E**ffect** | **17** | Effectively plans their writing, noting and developing initial ideas, drawing on reading and  research where necessary. | |  |  |  |  |  |  |
| **18** | Use both reported and direct speech with correct punctuation. | |  |  |  |  |  |  |
| **19** | Imaginative detail and precise vocabulary included for effect, for example, to engage as well  as to inform. | |  |  |  |  |  |  |
| **20** | In narrative can use dialogue to help convey character and advance the action. **2 pairs sentences** | |  |  |  |  |  |  |
| **21** | In narrative describes settings, characters and atmosphere using expressive or figurative  language *(words and phrases).* *Description, which + simile sentences* | |  |  |  |  |  |  |
| **22** | Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to  enhance effects and clarify meaning. | |  |  |  |  |  |  |
| **23** | Perform own compositions, with growing confidence, to a group or the whole class, using  appropriate intonation and controlling the tone and volume so that the meaning is clear. | |  |  |  |  |  |  |
| **24** | Select vocabulary and grammatical structures that reflect the level of formality required  mostly correctly within a piece of writing. | |  |  |  |  |  |  |
| **25** | Identify and use correct terminology for modal verb, relative pronoun, relative clause,  parenthesis, bracket, dash, cohesion and ambiguity. 3 bad – (dash) question?, O. (I.) | |  |  |  |  |  |  |
| **GD Statement**   * Write independently and effectively for multiple audiences and purposes, selecting appropriate levels of formality and vocabulary choices, effectively controlling their writing. * Draw on their reading, wider stimuli and experiences to inform the content vocabulary and grammar of their writing. * Make effective choices, revisions and purposeful omissions to impact on and interest the reader. | | | Total |  |  |  |  |  |  |
| BLW = 0-7 WTS=7-12EXS=13-19 GD =20-25 Grade |  |  |  |  |  |  |
| Target KPI |  |  |  |  |  |  |
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| **Key:**  X - For met target at ARE level. KPI - Key Performance Indicator IF - Interim framework | | | | Aut1 | Aut2 | Spr1 | Spr2 | Sum1 | Sum2 |
| **Children should write for a range of audiences and purposes including, recounts, re-tell, letters,, reports, diaries, persuasion, poetry, explanation, narrative, discussion.** | | | | | | | | | |
| **KPI** | **1**  **IF** | **Writes legibly, fluently and at appropriate speed.** | |  |  |  |  |  |  |
| **2** | **Selects appropriate form of writing for a task and other similar writing.** | |  |  |  |  |  |  |
| **3**  **IF** | **Ideas organised into a planned coherent set of paragraphs, which are varied in length and**  **structure, the overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns etc.*** | |  |  |  |  |  |  |
| **4**  **IF** | **Uses all of the following punctuation mostly correctly: *inverted commas for speech;***  ***commas for clarity; brackets or commas for separation.*** | |  |  |  |  |  |  |
| **5**  **IF** | **Uses imaginative detail and precise vocabulary included for effect, for example to engage**  **as well as inform in a range of writing. (*Describes settings, characters and atmosphere).*** | |  |  |  |  |  |  |
| **Spelling** | **6**  **IF** | Spelling mostly correct from year 5 and 6 word lists (Appendix 1). | |  |  |  |  |  |  |
| **7** | Adds prefixes and suffixes and knows more complex letter strings. | |  |  |  |  |  |  |
| **8** | Understands how words are related as synonyms and antonyms and can use them correctly. | |  |  |  |  |  |  |
| **Sentence Structure** | **9**  **IF** | Uses hyphens to help avoid ambiguity. | |  |  |  |  |  |  |
| **10** | Uses a wide range of clause structures, sometimes varying their position within the sentence for effect on the reader. | |  |  |  |  |  |  |
| **11** | Makes some correct use of punctuation to mark the boundary between independent clauses,  including, commas, semi colons, dashes and colons. **De:De Sentence , Some; others** | |  |  |  |  |  |  |
| **12**  **IF** | Can use different verb forms accurately. | |  |  |  |  |  |  |
| **13** | Uses adverbs, prepositional phrases and expanded noun phrases effectively. | |  |  |  |  |  |  |
| **14**  **IF** | Uses passive voice to effect the presentation of information within a sentence. | |  |  |  |  |  |  |
| **15** | Uses layout devices to structure text appropriately *(e.g. headings, columns, bullets or tables*  *etc).* | |  |  |  |  |  |  |
| **16** | Uses a range of main, subordinate and relative clauses to develop and explain ideas. | |  |  |  |  |  |  |
| **17** | Uses an advanced range of conjunctions which fit the style of writing. | |  |  |  |  |  |  |
| **Composition and** E**ffect** | **18**  **IF** | Integrates dialogue to convey character and advance the action. | |  |  |  |  |  |  |
| **19**  **IF** | Beginning to take control over levels of formality *e.g. selecting vocabulary and manipulating*  *grammatical structures.* | |  |  |  |  |  |  |
| **20** | Uses a range of cohesive devices, *e.g. repetition, ellipsis, adverbials within and across*  *paragraphs.* | |  |  |  |  |  |  |
| **21** | Ensures sentences are grammatically correct through proof reading and correcting. | |  |  |  |  |  |  |
| **22**  **IF** | Can write effectively for a range of purposes and audiences, selecting language that shows  awareness of the reader. | |  |  |  |  |  |  |
| **23** | Writes and performs own compositions confidently, using appropriate intonation, volume,  and movement so that meaning is clear. | |  |  |  |  |  |  |
| **24** | Can effectively evaluate and edit own and others’ writing. | |  |  |  |  |  |  |
| **25** | Can identify, understand and use terminology accurately and appropriately in discussing  writing and reading. | |  |  |  |  |  |  |
| **GD Statement**   * Write effectively for a range of purposes and audiences, selecting the appropriate form. * Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. * Make effective choices, revisions and purposeful omissions to impact on and interest the reader. * Call on their own experiences and interests to produce work that engages and shows authorial intent. | | | Total |  |  |  |  |  |  |
| BLW = 0-7 WTS=7-12EXS=13-19 GD =20-25Grade |  |  |  |  |  |  |
| Target KPI |  |  |  |  |  |  |
|  | | | | | | |