

Write for a range of purposes and audiences

I can...

confidently and independently write within a number of these fiction and non-fiction text types using the appropriate structure, features, layout and language.

Narrative: telling a story within different genres, e.g. adventure stories, science fiction stories, ghost stories, myths or legends.

Recount: a sequential retelling of events, e.g. a diary entry, a biography or a newspaper report.

Procedure or Set of Instructions: a sequenced set of events to explain how something should be done, e.g. a recipe, a guide to looking after a pet or a set of instructions for playing a game.

Report: a description of what something is or was like and provides information about it, e.g. informative leaflet or factsheet, a report on a school project, a letter or a news report.

Explanation: an explanation of how or why something happens or works, e.g. a factsheet explaining the phases of the moon or a presentation on what causes a volcano to erupt?

Persuasion: an argument for a particular point of view or to persuade someone to do something, e.g. a letter to persuade or protest, a book review, a debate speech or an advert.

Discussion/ Balanced Argument: a presentation of a balanced argument comparing different viewpoints, e.g. should children wear school uniform or should zoos be banned?

Poetry: a collection of verses to entertain, to reflect on a subject, to tell a story or convey a message, e.g. an anti-bullying rap or a free verse poem based on a thought or feeling.

Working towards...

Working at...

Working at

greater depth...



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Describe settings and characters

I can...

- **use expanded noun phrases;**
e.g. ...a dark, blustery afternoon...
...the slight, black-coated figure...
...thick layers of cavernous snow...
- **use prepositional phrases;**
e.g. ...against the window...
...under the moonlit sky...
...with a deep sigh...
- **use figurative language and personification.**
e.g. ...screached like a wailing cat...
...the sun smiled down on them...



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Use paragraphs to organise my ideas

I can...

- in narrative writing, always start a new paragraph when starting to write about a different person, location or event.

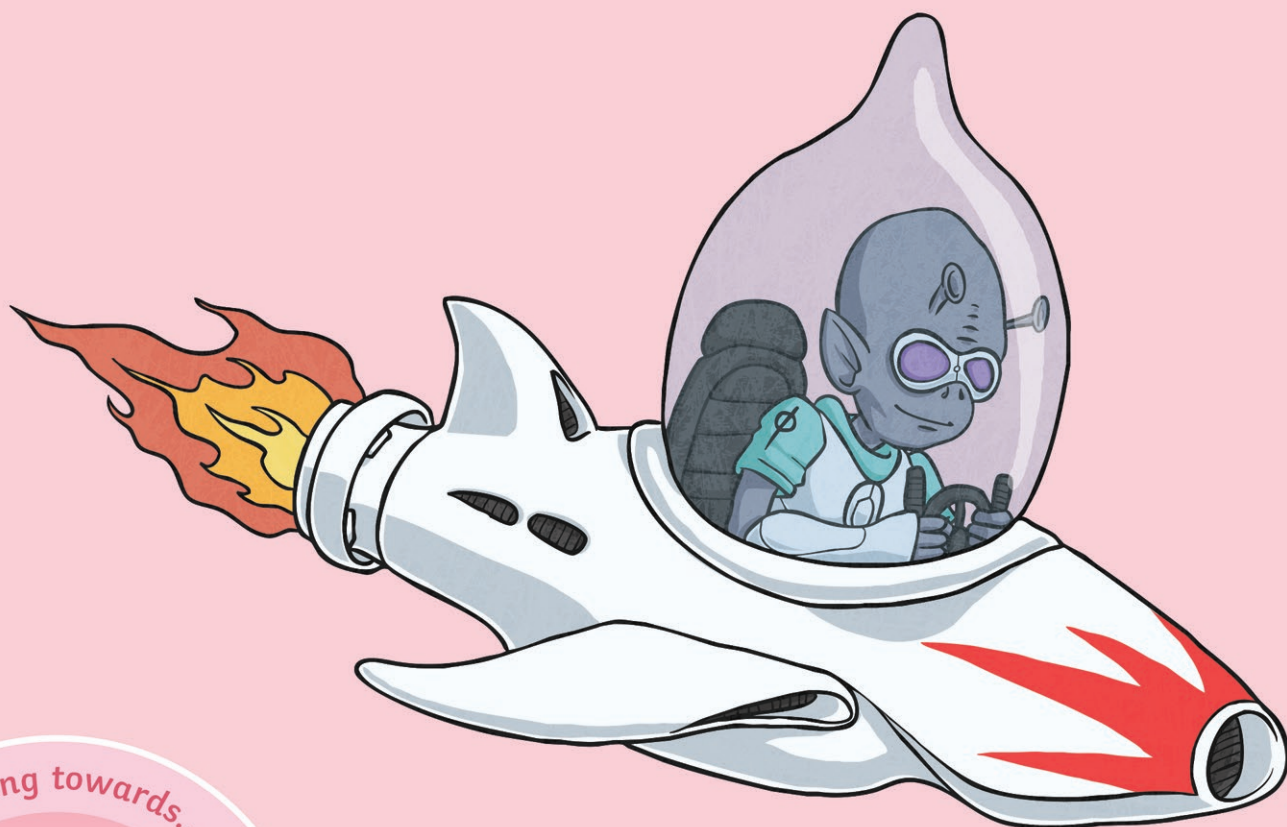


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Use simple devices to structure my writing and support the reader?

I can...

- in non-fiction writing, organise my work into appropriate sections/ideas/topics using introductions, sub-headings, bullet points and conclusions where necessary.

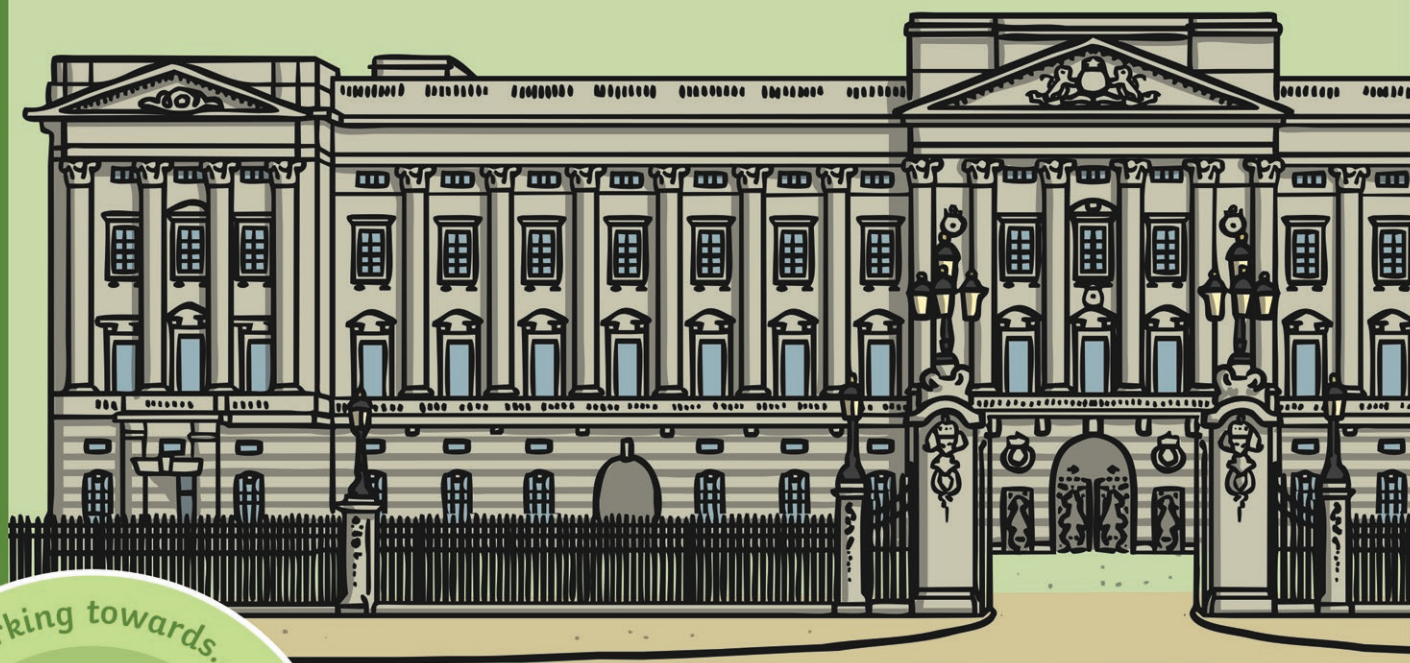


Working towards...

Use capital letters and full stops correctly

I can...

- use a full stop at the end of every command or statement sentence;
e.g. Harry stopped and stared.
"Go and tidy your bedroom."
- use capital letters at the beginning of sentences and for proper nouns.
e.g. During Fiona's first visit to London in July, she went on a sightseeing tour to Buckingham Palace.



Working towards...

Use question marks correctly

I can...

- use a question mark to demarcate every question sentence.
e.g. Would he survive the journey?
What are the stages of the water cycle?

Working towards...



Use commas within lists

I can...

- use commas to demarcate items in a list.
e.g. They were all packed for the camping trip with sleeping bags, tent pegs, air beds and their camping stove.

Working towards...



Use apostrophes for contractions

I can...

- use apostrophes in contracted words in informal writing.
e.g. **I'd** never been so terrified.
That **wasn't** the only problem.



Working towards...

Spell words correctly

I can...

○ spell these Y3/Y4 words correctly.

accident
accidentally
actual
actually
address
although
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy
business
calendar
caught
centre
century
certain
circle
complete
consider
continue
decide
describe

different
difficult
disappear
early
earth
eight
eighth
enough
exercise
experience
experiment
extreme
famous
favourite
February
forwards
fruit
grammar
group
guard
guide
heard
heart
height
history
imagine
increase

important
interest
island
knowledge
learn
length
library
material
medicine
mention
minute
natural
naughty
notice
occasion
occasionally
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possess
possession
possible

potatoes
pressure
probably
promise
purpose
quarter
question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though
thought
through
various
weight
woman
women

Working towards...

Spell words correctly

I can...

- spell some of these Y5/ Y6 words correctly.

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise

curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip
equipped
equipment
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate

immediately
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend

relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

Working towards...

Produce legible, joined handwriting?

○ I can...

write in a neat style that is easy to read.



Working towards...

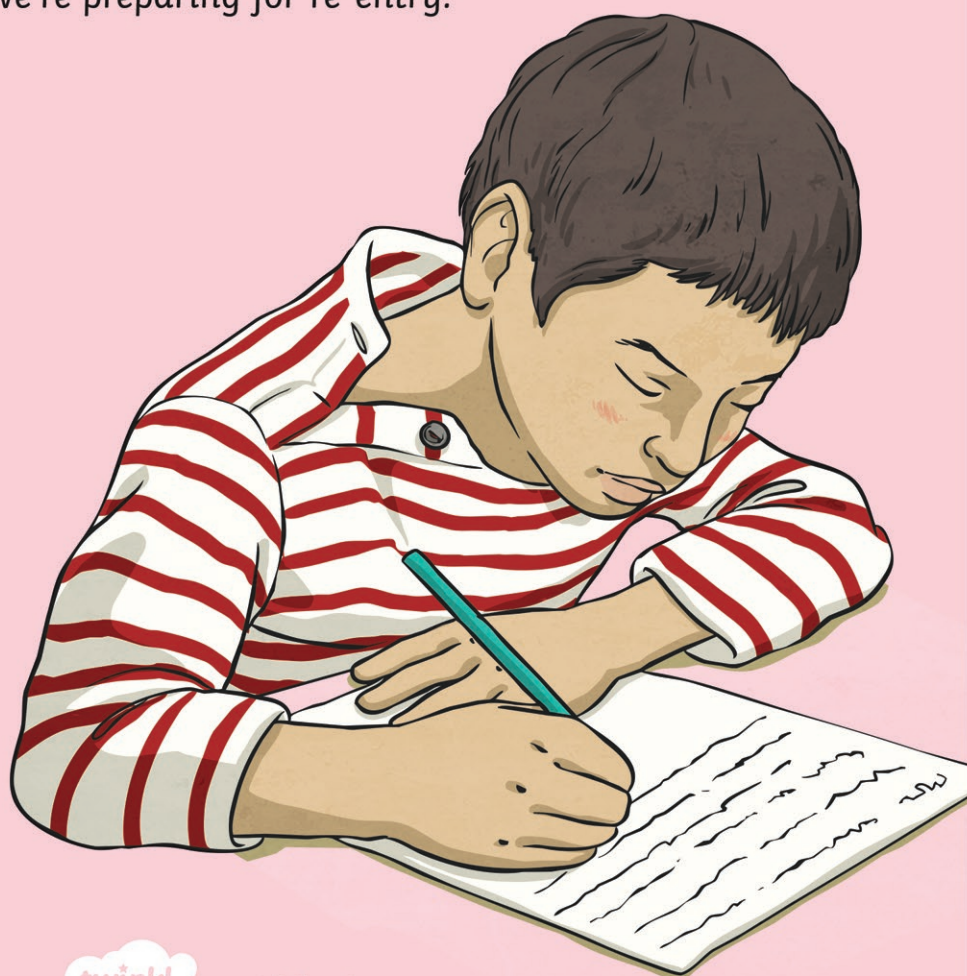
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Create atmosphere, and integrate dialogue to convey character and advance the action

I can...

- use short sentences, rhetorical questions and ellipsis moments to create tension and atmosphere;
e.g. Distant snores echoed.
She stood motionless and waited...
Why would there be a knock on the door at this time?
- use direct speech to show a character's feelings, thoughts or opinions;
e.g. "This competition is in the bag," bragged Declan.
"M..m..maybe it's gone now," stuttered Paulina.
- use direct speech to advance the action.
e.g. "Wait don't go in there!"
"Strap yourself in. We're preparing for re-entry."



Working at...

Use a range of cohesive devices within and across sentences

I can...

- **use pronouns to refer back to a point;**
e.g. Everything was still...
This is usually because of...
- **use fronted adverbials;**
e.g. Within a few minutes...
As the day went on...
Once the sun had set...
- **use -ed opening clauses;**
e.g. Puzzled...
Frustrated...
- **refer to the same person, object or event in a variety of ways.**
e.g. a heavy gust of wind, the disastrous snow storm, a powerful blizzard.



Working at...

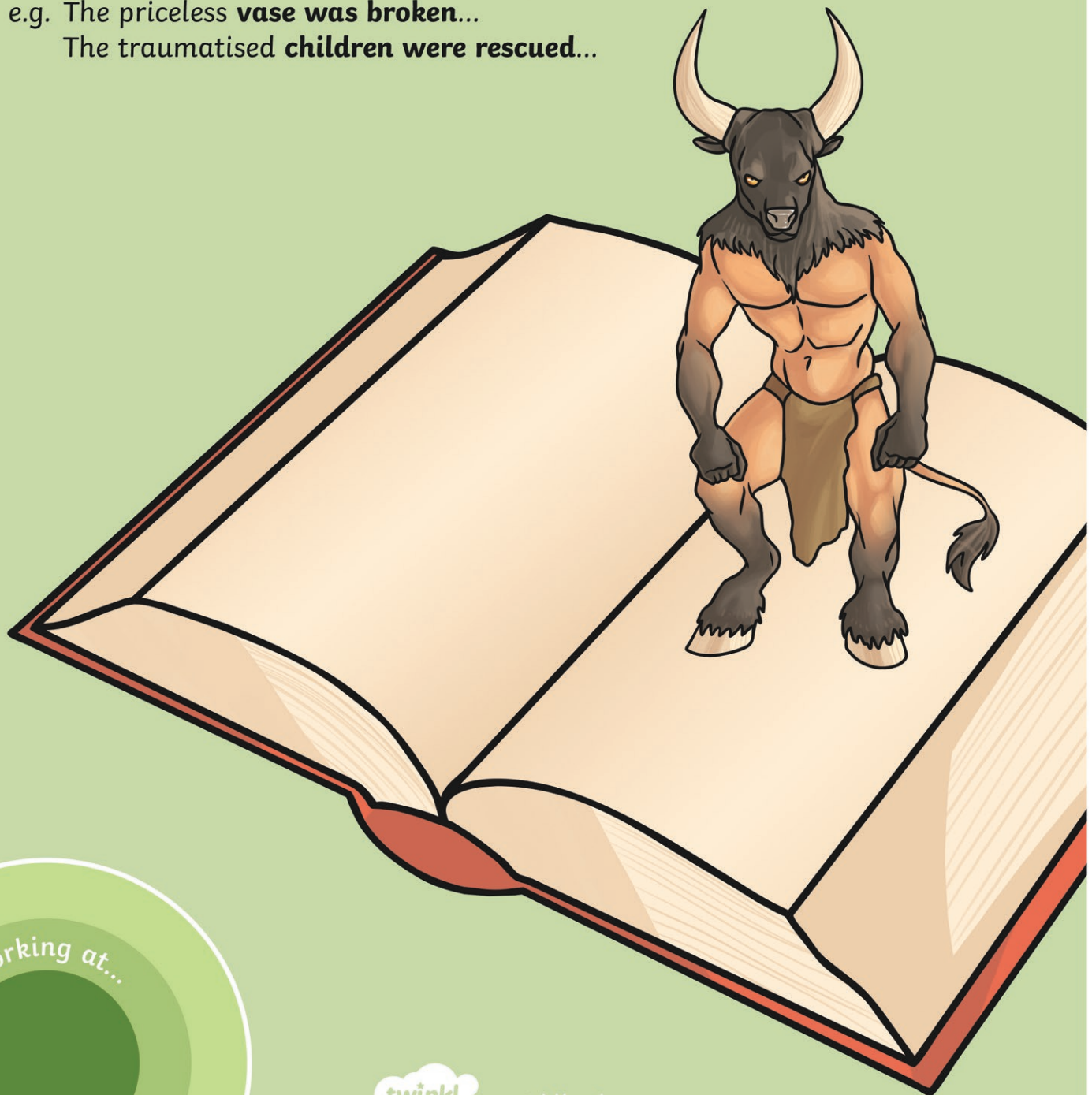
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Use vocabulary and grammatical structures that reflect the style of writing

I can...

- use modal verbs to show the likelihood or possibility of events;
e.g. The coastline **will** start to erode...
The minotaur **could** be hiding anywhere...
- use the passive voice accurately.
(subject + was/were + past participle)
e.g. The priceless **vase was broken**...
The traumatised **children were rescued**...

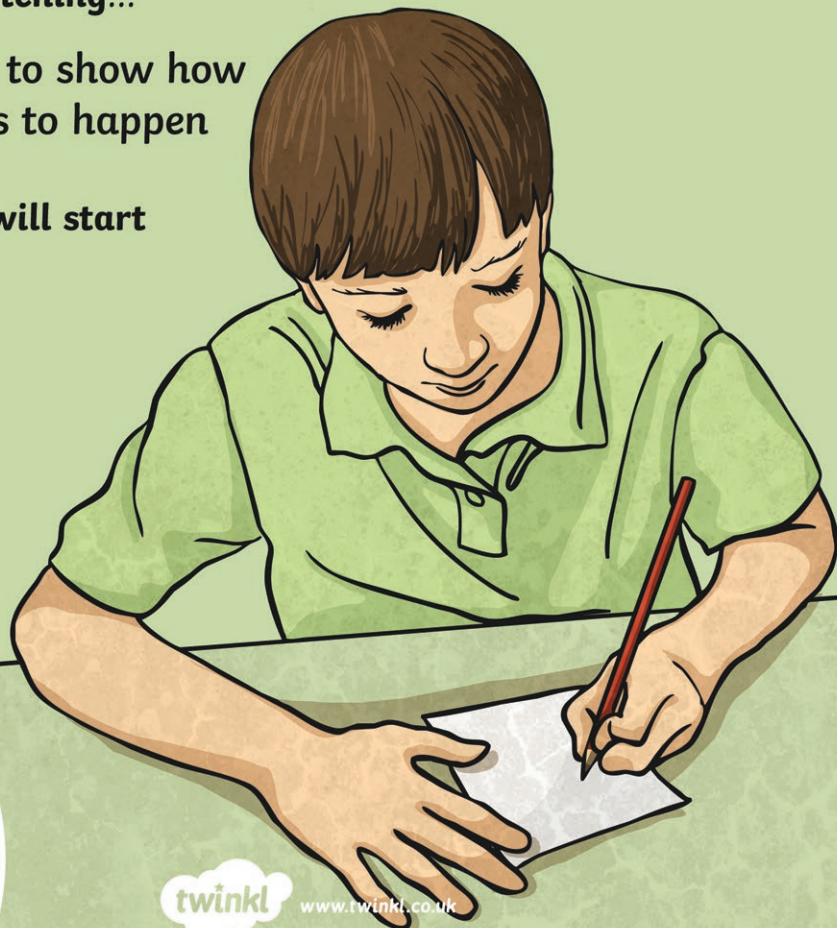


Working at...

Use different verb forms mostly accurately

I can...

- maintain subject/verb agreement throughout your work;
e.g. The swooping bird **was**...
My friend and I **were**...
- use the present and past perfect tense correctly;
(has/had + past participle)
e.g. Their popularity **has increased**...
The snarling beast **had escaped**...
- use the present continuous tense correctly;
(is/am/are + present participle)
e.g. He **is exploring**...
I **am recording**...
- use the past continuous tense correctly.
(was/were + present participle)
e.g. She **was discovering**...
They **were watching**...
- use modal verbs to show how likely an event is to happen in the future.
e.g. The coastline **will start** to erode...



Working towards...

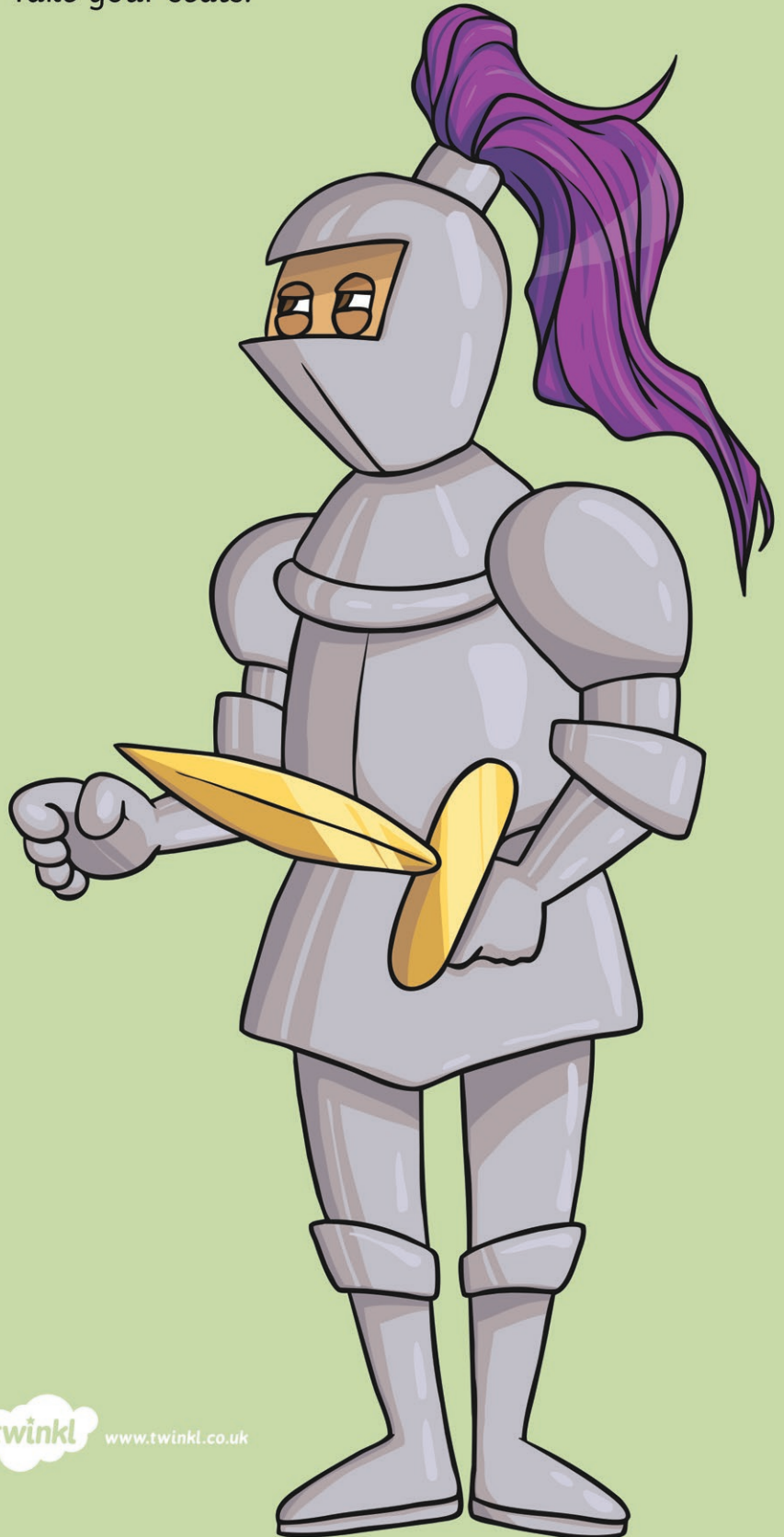
Use inverted commas

I can...



punctuate direct speech correctly.

e.g. "Draw your sword," proclaimed the knight. "Don't defy me!"
The conductor muttered, "Take your seats."



Working at...

Use commas for clarity

I can...

- **use commas to demarcate clauses.**
e.g. Trying to lend a helping hand, Zara washed the dishes.
The spectators, who were crammed into the stadium, cheered in triumph.

Working at...



Use punctuation for parenthesis

I can...

- **use commas, brackets and dashes to mark parenthesis.**
e.g. My brother (the scruffiest person in history) never washes his hair.
The Empire State Building, which is located in New York, is one of the tallest structures in America.
Many wild cats - but not all of them - originate from Africa.

Working at...



Sometimes use dashes, semi-colons, colons and hyphens

I can...

- **sometimes correctly include dashes in my work.**
e.g. *It felt like forever - the longest day in history.*
- **sometimes correctly include semi-colons in my work.**
e.g. *Jack's eyes slowly opened; there was no one to be seen.*
- **sometimes correctly use colons in my work;**
e.g. *They all knew her secret: she was obsessed with books.*
- **sometimes correctly use hyphens in my work.**
e.g. *anti-climax, a real eye-opener, twenty-four people.*



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Spell most of these Y5/ Y6 words correctly

I can...

○ spell these Y5/ Y6 words correctly.

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise

curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip
equipped
equipment
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate

immediately
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend

relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

Working at...

Maintain a legible, fluent and speedy handwriting style?

○ I can...

Can you write with speed using a joined, legible handwriting style?



Working towards...

Manage shifts between levels of formality through selecting vocabulary precisely, by manipulating grammatical structures and distinguishing between the language of speech and writing

In formal writing, I can...

- use some passive sentence structures;
e.g. The suspects were seen by...
They were traditionally worn by...
- use technical/ precise vocabulary choices;
e.g. Every dancer has unique feet with varying length, shape, arch, flexibility, extension and strength.
- use subjunctive verb forms;
e.g. If he were to become wealthy,...
I recommend that he be jailed...
- use modal verbs.
e.g. should it become a problem...
might I suggest...



Working at
greater depth...

Manage shifts between levels of formality through selecting vocabulary precisely, by manipulating grammatical structures and distinguishing between the language of speech and writing

In informal writing, I can...

- using informal/conversational language?
e.g. Awesome! Come on, that's a right joke!
- using idioms, colloquialisms, clichés, slang or dialect?
e.g. feeling under the weather... raining cats and dogs... it was a no-brainer...
- using question tags?
e.g. That's surely not the case, is it? You agree, don't you?
- referring directly to the reader (using 'you')?
e.g. Have you ever thought about...
I'm certain that you would find...
- using contracted apostrophe words? could've... shouldn't... won't... I'll...



Working at
greater depth...

Use the full range of punctuation taught at key stage 2 correctly, including:

I can...

- use **all** full stops, capital letters, exclamation marks and question marks;
- use **inverted commas**;
e.g. "Ewan!" boomed a voice.
The professor snarled, "Don't mess with me boy."
- use **commas, brackets and dashes to mark parenthesis**;
e.g. Ballet dancers jump en pointe (on the tips of their toes) during performances.
Only three major cities- Sheffield, Manchester and London - are involved.
The bus, which was late, headed for the town.
- use **commas to demarcate clauses and separate items in a list**;
e.g. Dogs require a lot of care, e.g. walking, grooming, feeding and regular checkups with a vet.
Kangaroos, which are native to Australia, are marsupials.
Up a nearby cliff, the puffins were clearly visible.
- use **dashes**;
e.g. I tell myself everything will be okay – nothing could possibly go wrong.
- use **hyphens**;
e.g. human-eating fridge, self-confidence, fire-breathing dragon
- use **semicolons**;
e.g. He raced on into the darkness; he could hear his mother's voice echoing in his head.
- use **colons**.
e.g. I wasn't just physically lost: I had no one.

Working at
greater depth...

