

A. ? ! , '

Heading
Title at the head of a page or section of a book. Mainly found in non-fiction text

First person: When a story is told from the perspective of the narrator, using words such as "I" and "we".

Using formal and informal language in a single piece of writing appropriately.

Knowing and using the correct language for formal and informal writing.
*E.g. Formal: is not, it is my opinion that...
Informal: isn't, I think....*

Parenthesis: word, phrase or clause added into a sentence to give more information or to interrupt , *John (last year's losing finalist) is expected to win this match.*
Hyphen (-): Links words or parts of words *E.g. sweet-smelling flowers*
Semicolon: use a semi colon to separate two closely related independent clauses if you do not want to use a connective **such** as 'and', 'but' or 'so'.
Some children like to play tag at playtime; others like to play role playing games
Colons: Use a colon in a similar way to semi colon (to separate two closely related clauses) but use it when the second clause gives more information about the first clause.
There are six cars left in the race:three of them are Ferraris
Dash: less formal than a semicolon so more suited in informal writing/phrase. Suggest a stronger separation than a comma. Can also be used to interrupt a sentence with an independent clause
I told him to slow down- obviously he didn't listen

Working towards the expected standard The pupil can:
<ul style="list-style-type: none"> Write for a range of purposes Use paragraphs to organise ideas In narratives, describe settings and characters In non-narrative writing, use simple devices to structure the writing and support the reader (e.g headings, sub-headings, bullet points) Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly Spelling most words from the year 3 / year 4 spelling list, some words from the year 5/year 6 spelling list
Working at expected standard The pupil can:
<ul style="list-style-type: none"> Write legibly Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) In narratives, describe settings, characters and atmosphere integrate dialogue in narratives to convey character and advance action Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Use verb tenses consistently and correctly throughout their writing Use a range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) Spelling correctly most words from the year 5/year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary Maintain legibility in joined handwriting when writing at speed
Working at greater depth within the expected standard
<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. Literature language, characterisation, structure) Distinguish between the language of speech and writing and choose the appropriate register Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this Use a range of punctuation taught at key stage 2 mostly correctly (semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Contraction: One word that is made by putting together 2 separate words and shortening them. *E.g. do not = don't
Could have = could've*

Dialogue: When one character speaks to another character.
E.g. "No I didn't," Kathleen replied in surprise.

Using dialogue between one character and another/others using: speech punctuation (" ") accurately, correct speech tags to describe how the speech was spoken (questioned, replied) and extending the speech to give reader more detail of how it was said.

Moving the story on and giving the reader an image of what is happening.
E.g. Wriggling out of the ditch, Jude made her way back to the edge of the wood.

Adverbials of time
E.g. Later that day, In the middle of the night, mysteriously in the fog,

Passive: When the object is having something done to it.
E.g. The grey hat was worn by the man.
Modal: shows how likely something is to happen.
E.g. will, would, should, must, might. We could walk, We must walk.

Grammatical Structures
Clause: A group of words which can be used part of a sentence or as a whole sentence.
E.g. Main clause: makes sense by itself - Although it was late, Sean watched the film.
Subordinate clause: does not make sense by itself - Although it was late, Sean watched the film.
Relative clause: (does not make sense by itself) clauses that start with relative pronouns, *E.G. who, that, which, where etc - She lives in New York, which she likes.*

To write verbs in the correct tense. *E.g. to drive (infinitive), drive (simple present), drove (simple past), driven (past participle),*