Performance of Writing – Expected Standard at end of Year 6			
Name:	Aut 2	Spr 2	Sum 2
Purpose and Impact			
Write complete texts that are interesting, engaging or thoughtful			
Manipulates reader through the telling of a narrative e.g. Use of suspense or controls the direction of non-fiction through a range of strategies e.g. persuasive devices.			
Convey a convincing viewpoint using the point of view of others to support or contrast writers own opinion.			
Produce texts which are appropriate to reader and purpose			
Choose style/genre features to maintain and challenge the reader's interest e.g. elaborate detail in narrative or succinctness in police report.			
Structure and Shape			
Organise and present whole texts effectively that sequence and structure information			
Navigate a reader through a text in a logical, chronological way or subvert this e.g. flash forward, opposing viewpoint.			
Use a range of layout devices e.g. headings, sub-headings, columns, bullet points, tables etc.			
Construct a cohesive piece with logical links/breaks			
Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of word or phrase.			
Apply paragraphs across a whole text to support the 'ease of engagement' for the reader.			
Sentence Construction			
Vary sentences for clarity, purpose and effect			
Write informally or formally appropriate to genre/text type.			
Vary the types of sentences within a piece across simple, compound and complex constructions.			
Tense			
Use the subjunctive form of the verb to emphasise formality, urgency or importance e.g. The teacher insists that her pupils be on time.			
Passive Voice			
Use passive voice to affect the presentation of information in a sentence e.g. The window in the greenhouse was broken.			
Conjunctions/Complex Sentences			
Use a range of complex construction strategies to build subordinating clauses with verb starts ending in 'ing', 'ed' or adverbs 'ly' followed by verbs, relative clauses and subordinating conjunction starts.			
Mastery of Writing Techniques			
Deploy poetic/descriptive style to engage the reader			
Use plosive alliteration for effect.			
Extend metaphor through allusion			
Vocabulary			
Select appropriate and effective vocabulary			
Use varied and precise vocabulary to create particular stylistic effects.			
Use ambitious vocabulary (tier 2 words).			
Use subject specific terminology (tier 3 words).			
Adverbs/adverbial phrases			
Use more complicated adverbial phrases to link ideas e.g. on the other hand, in contrast, as a consequence.			
Use adverbs and adverbial phrases to qualify, intensify or emphasise e.g. 'The dog is so incredibly stupid' '…an exceptional result!'			
Punctuation			
Write with technical accuracy of punctuation			
Use semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's snowing; I am delighted'.			
Use of the colon to introduce a list and use of semi-colons within lists.			
Use bullet points to list information.			
Use hyphens to avoid ambiguity e.g. recover or re-cover.			
Spelling and Word Structure			
Apply spelling rules into writing			
Use the appropriate words according to formality e.g. 'discover' or 'find out', 'ask for' or 'request', 'go in' or 'enter'.			
Discover synonyms and antonyms for a word and choose the degree of meaning required for the sentence.			
Handwriting			
Write speedily in a joined legible style.			
Choose the right handwriting style according to purpose e.g. neat and joined for final version and unjoined for labelling a diagram or data.			
Result			

Purple Writing Progress Plan

Punctuation

I can use semi-colon, colon and dash to show independent clauses. ☐

I can use a colon to introduce a list and a semi-colon within a list. ☐

I can use bullet points to list information. ☐

I can use hyphens to avoid ambiguity e.g. recover or re-cover. ☐

Spelling

I can use appropriate formal synonyms for informal words e.g. 'to find out' or 'to discover'. ☐

I can choose the most appropriate word from a range of synonyms and antonyms. ☐

Passive Voice

I can use passive voice to hide the 'doer' of the action e.g. The gun was removed from the cabinet. ☐

Vocabulary

I can use precise vocabulary for desired effects. ☐

I can use ambitious words in my writing. ☐

I can use subject specific terminology. ☐

Purpose and Impact

I can tell a story with imaginative flair and with control and direction in non-fiction. ☐

I can convey a convincing viewpoint using another's point of view to support or contrast my own. ☐

I can challenge the reader's interest through style and feature choices. ☐

Tense

I can use the subjunctive form e.g. The teacher insists that you are on time. ☐

Conjunctions/Complex Sentences

I can use all five main ways of creating a complex sentence.

1. 'ed' verb start subordinate clause. ☐
2. 'ing' verb start subordinate clause. ☐
3. 'ly' adverb followed by verb subordinate clause. ☐
4. Embedded relative clause. ☐
5. Subordinating conjunction at start or middle e.g. despite, nevertheless. ☐

Structure and Shape

I can navigate a reader through a text in a logical way or change this deliberately e.g. flash-forward or opposing viewpoints. ☐

I can use a range of layout devices e.g. columns, bullets, tables etc. ☐

I can consistently use paragraphs across the whole text. ☐

I can link ideas across paragraphs using a wide range of devices e.g. repetition of words, ellipsis at the end of a section. ☐

Sentence Construction

I can choose whether to be formal or informal in my writing. ☐

I can use a range of simple, compound and complex sentences. ☐

Adverbial Phrases

I can use adverbial phrases to link ideas e.g. on the other hand, in contrast. ☐

I can use adverbs and adverbial phrases to qualify, intensify or emphasise e.g. incredibly, exceptional. ☐

Writer's Techniques

I can use plosive alliteration for effect. ☐

I can extend metaphor through allusion. ☐