

Audience, purpose, and language choice

Class / group: _____ Term / dates: _____

Student names Practice Statements below										
Identifying the audience and purpose for a text										
Planning and writing with the audience in mind, by selecting the appropriate text type, language register, and words to best communicate the intended meaning										
Selecting and using words and phrases appropriate to the purpose of writing										
Using figurative language, such as similes and metaphors, to create vivid images and engage the reader										

**Sentence structures, grammar, and punctuation**

Class / group: _____ Term / dates: _____

Student names Practice Statements below										
Identifying fragments and run-on sentences										
Combining sentences orally, inserting phrases, and varying the position of the phrase										
Using a range of sentence structures and types to suit the purpose of the writing and enhance its impact										
Expanding sentences using adverbial phrases										
Using beginning and ending sentence punctuation correctly and consistently throughout multi-paragraph texts										
Using commas correctly with independent clauses, adverbs, and adverbial phrases, with some support										
Using speech marks and commas correctly for direct speech, with some support										

**Writing to entertain**

Class / group: _____ Term / dates: _____

Student names → Practice Statements below										
Writing texts to entertain that reflect personal experiences and knowledge										
Writing texts to entertain that contain narrative elements: character, setting, problem/purpose, plan, action, resolution										
Writing texts to entertain that begin to include paragraphs to organise events										
Writing texts to entertain that include time connectives										
Writing texts to entertain that begin to include dialogue										
Writing texts to entertain that begin to include sensory details										
Writing texts to entertain that describe characters' thoughts and feelings										
Writing texts to entertain that provide a sense of closure										
Writing texts to entertain that include poetic language, devices, and structures										

**Writing to inform**

Class / group: _____ Term / dates: _____

Student names Practice Statements below →										
Writing texts to inform that reflect personal experiences and knowledge										
Writing texts to inform that introduce a topic, and group information together using simple paragraphs										
Writing texts to inform that begin to include linking words and phrases (e.g. 'also', 'another', 'together with')										
Writing texts to inform that include topic-related vocabulary										
Writing texts to inform that have a concluding statement										

**Writing to persuade**

Class / group: _____ Term / dates: _____

Student names → Practice Statements below										
Writing texts to persuade that reflect personal experiences and knowledge										
Writing texts to persuade that introduce a topic and state their opinion										
Writing texts to persuade that organise writing into one or more paragraphs, with supporting reasons for their opinion										
Writing texts to persuade that begin to include some linking words and phrases (e.g. 'because', 'for example', 'also') to connect their opinions with the reasons										
Writing texts to persuade that provide a concluding statement										