

**Audience, purpose, and language choice**

Class / group: _____ Term / dates: _____

Student names Practice Statements below										
Planning and writing with an audience and purpose in mind so that their writing is in the most appropriate text type and style										
Justifying their use of language register and words to best communicate the intended meaning to the intended audience										
Considering how different audiences may be affected by the text they are creating										
Selecting and using words and phrases that clearly express actions, feelings, situations, or conditions										
Deliberately and carefully selecting and using literary devices, including simile, metaphor, and personification, to create vivid images and effects to engage the reader										
Explaining how the devices they have used help create meaning for the intended audience										

**Sentence structures, grammar, and punctuation**

Class / group: _____ Term / dates: _____

Student names Practice Statements below										
Identifying dependent and independent clauses										
Combining sentences orally to create a range of structures and identifying the impact of the different structures										
Using a range of sentence structures and types to suit the purpose of the writing, avoiding repetition of certain structures										
Expanding sentences using adverbial phrases and appositives										
Using commas correctly with independent clauses, adverbs and adverbial phrases, and appositives, with some support										
Using speech marks, commas, and other associated punctuation 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 are organised into paragraphs										
Writing texts to entertain that include time connectives										
Writing texts to entertain that include sensory details to make their writing vivid and build the characters										
Writing texts to entertain that include dialogue										
Writing texts to entertain that provide a conclusion that follows naturally from the preceding events										
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 begin to introduce some simple visuals to support meaning (drawings, photos)										
Writing texts to inform that develop the topic with facts and related examples										
Writing texts to inform that include precise and domain-specific vocabulary										
Writing texts to inform that provide concluding sentences related to the information										

**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 an opinion on it, using the first person										
Writing texts to persuade that organise writing into two or more paragraphs, grouping related opinions and reasons										
Writing texts to persuade that support opinions with facts and details										
Writing texts to persuade that use linking words and phrases (e.g. 'in addition', 'for instance') to connect the opinion with the reasons										
Writing texts to persuade that provide concluding sentences related to the opinion										