

**Audience, purpose, and language choice**

Class / group: _____ Term / dates: _____

Student names Practice Statements below										
Planning and writing for an intended audience and purpose, making careful choices about the most appropriate text type and style, language, register, and words, and justifying these choices										
Making deliberate choices about what content to include or leave out in the texts they create, based on their understanding of how the writing may affect others										
Selecting and using words and phrases that clearly express differences, additions, and other logical connections										
Deliberately selecting and using a range of literary techniques, including imagery, personification, figurative language, alliteration, and idioms, to meet the purpose of the writing and 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										
Explaining the difference between a clause and an adverbial phrase and identifying these in a variety of sentence structures										
Combining sentences orally to create a range of structures, choosing their preferred structure and justifying their choice										
Using a range of sentence structures and types, rearranging the order of clauses and phrases for optimal effect										
Expanding sentences using adverbial and adjectival phrases and appositives										
Independently using commas correctly with independent clauses, adverbs and adverbial phrases, and appositives										
Using speech marks, commas, and other associated punctuation correctly for direct speech, independently										

**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 well structured into paragraphs										
Writing texts to entertain that develop the plot using transitional words or phrases										
Writing texts to entertain that develop characters by including actions and feelings										
Writing texts to entertain that may include shifts in time and several settings										
Writing texts to entertain that include sensory details to build character and setting for effect										
Writing texts to entertain that provide a sense of closure that ends the story effectively										
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 clearly, and group related information logically into paragraphs										
Writing texts to inform that include headings and visual features to support the meaning of their writing										
Writing texts to inform that develop the topic with facts, definitions, details, and examples that support the main idea										
Writing texts to inform that include precise language and domain-specific vocabulary										
Writing texts to inform that begin to include words and phrases to clarify, illustrate, or compare ideas (e.g. 'especially', 'for example', 'in contrast')										
Writing texts to inform that provide concluding sentences related to the information or explanation										

**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 clearly state a position taken on it										
Writing texts to persuade that organise writing into three or more paragraphs that have logically grouped ideas										
Writing texts to persuade that order ideas/paragraphs that are supported by facts/details from strongest to weakest										
Writing texts to persuade that include emotive words and phrases to persuade the reader to adopt their position										
Writing texts to persuade that include a range of linking words (e.g. 'consequently', 'specifically') to link the opinion and reasons										
Writing texts to persuade that provide a concluding paragraph related to the position taken on the topic										