

**Audience, purpose, and language choice**

Class / group: _____ Term / dates: _____

Student names → Practice Statements below										
Planning and writing with a specific audience and purpose in mind, making choices in form, genre, and style to communicate meaning and anticipating the reaction of the audience										
Selecting and using a range of language features (e.g. listing, repetition, rhetorical questions) to meet the purpose of the writing and explaining how they help to communicate ideas to the audience										
Selecting and using words that clearly express the intended meaning, including deciding between synonyms for effect										
Using a physical or appropriate digital thesaurus to locate synonyms										

**Sentence structures, grammar, and punctuation**

Class / group: _____ Term / dates: _____

Student names → Practice Statements below										
Writing complex sentences with relative or adjective clauses										
Using their understanding of different sentence structures to craft sentences that effectively communicate ideas, using complex sentences with adjectival or relative clauses to illustrate the connections between ideas										
Crafting sentences that communicate meaning clearly, correctly using: abstract nouns; verb tenses; adverbial phrases										
Distinguishing between active and passive voice and making deliberate choices about which to use when writing										
Using colons for introducing a list after a complete sentence (e.g. 'The recipe calls for several ingredients: flour, sugar, eggs, and butter')										
Using colons for introducing explanations or examples (e.g. 'There was only one thing left to do: finish the project')										
Using semicolons to separate two independent clauses (e.g. 'The weather was perfect for a hike; the sun was shining and the sky was clear')										

**Writing to entertain**

Class / group: _____ Term / dates: _____

Student names → Practice Statements below										
Writing texts to entertain that present real or imagined experiences or events										
Writing texts to entertain that introduce a situation and setting that help the reader, listener, or viewer understand what is happening and where										
Writing texts to entertain that are well structured, using paragraphs, stanzas, or scenes to create a sense of sequence										
Writing texts to entertain that include carefully selected words and phrases, relevant descriptive details, and sensory language to convey experiences and events										
Writing texts to entertain that provide a resolution or sense of closure that follows from the rest of the text										

Writing to inform

Class / group: _____ Term / dates: _____

Student names → Practice Statements below										
Writing texts to inform that clearly introduce the topic and organise ideas and information logically into paragraphs										
Writing texts to inform that include headings and visual features such as illustrations, charts, tables, and multimedia (when useful for aiding comprehension)										
Writing texts to inform that include words and phrases to clarify, illustrate, or compare ideas										
Writing texts to inform that include relevant facts, definitions, examples, and quotations										
Writing texts to inform that provide references for the sources of information used in the text										
Writing texts to inform that include precise language and domain-specific vocabulary to explain the topic										
Writing texts to inform that provide a concluding paragraph which highlights the most important points										
Considering whether a digital or media text is trustworthy by considering who created it, what evidence it presents, and how the information is supported or sourced										
Using digital content responsibly by citing sources and, where appropriate, asking permission before sharing										

Writing to persuade

Class / group: _____ Term / dates: _____

Student names Practice Statements below										
Writing texts to persuade that introduce a preferred position and organise the reasons and evidence clearly										
Writing texts to persuade that support the stated position with clear reasons and relevant evidence, using trustworthy sources										
Writing texts to persuade that include emotive language that is compelling but respectful										
Writing texts to persuade that have a concluding section that clearly restates their position										