

**Audience, purpose, and language choice**

Class / group: _____ Term / dates: _____

Student names → Practice Statements below										
Selecting or deliberately combining modes to enhance the message in texts in relation to their purpose										
Using codes and conventions of different modes and text types in the texts they compose										
Considering the effectiveness of the writing in relation to its purpose										
Deliberately selecting and using a range of language features (e.g. hyperbole, cliché, contrast, pun) to shape meaning and influence the audience, explaining the intended effect										
Deliberately selecting and using words and phrases that clearly express their intended meaning, considering the nuances of synonyms to enhance clarity, impact, and personal voice										
Using a physical or appropriate digital thesaurus to locate synonyms for different purposes										

**Sentence structures, grammar, and punctuation**

Class / group: _____ Term / dates: _____

Student names → Practice Statements below										
Writing compound-complex sentences										
Using their understanding of sentence structures to craft sentences that effectively communicate ideas, using complex sentences that combine phrases and clauses to illustrate the connections between ideas										
Crafting sentences that communicate meaning clearly, correctly using: indirect objects; predicate nouns; predicate adjectives; participles; gerunds										
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 or a combination of these										
Writing texts to entertain that orient the reader, listener, or viewer by establishing a situation and setting that supports the purpose of the text										
Writing texts to entertain that use a variety of techniques to sequence events, thoughts, or experiences and signal shifts from one setting or idea to another										
Writing texts to entertain that include carefully selected words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events										
Writing texts to entertain that provide a resolution that follows from and reflects on 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, provide a preview of what will be covered, and organise ideas and information logically within and across paragraphs										
Writing texts to inform that include considered use of headings and visual features such as illustrations, charts, tables, and multimedia										
Writing texts to inform that link ideas within and across categories of information using carefully selected and varied transition words, phrases, and clauses (e.g. similarly, consequently, conversely)										
Writing texts to inform that include relevant and carefully selected 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 and encourages further reflection										
Interrogating the validity of digital and media texts by examining authorship, use of evidence, and signs of bias										
Engaging in the responsible use of digital content, including linking to or citing sources for created texts and considering copyright and Creative Commons when sharing to a wider audience										

Writing to persuade

Class / group: _____ Term / dates: _____

Student names Practice Statements below										
Writing texts to persuade that clearly introduce a preferred position, acknowledge alternative or opposing position(s), and organise the reasons and evidence logically										
Writing texts to persuade that support the preferred position with logical reasoning and relevant evidence, using accurate, trustworthy sources										
Writing texts to persuade that include emotive language and rhetorical devices that are compelling but respectful										
Writing texts to persuade that present the opposing position with evidence, pointing out why the preferred position is stronger										
Writing texts to persuade that have a concluding section that clearly restates their position and ends with a strong statement that reinforces why the reader should support it										