

You must:		What does that mean?
Write for a range of purposes and audiences		INFORM; PERSUADE; STORY; EXPLAIN, DESCRIBE
Use paragraphs		Structure work into separate sections
Describe settings and characters		Use figurative language, adjectives, 3-part descriptions etc. to add description.
Create atmosphere.		Describing the setting & mood without just saying it.
Link between paragraphs		Start a paragraph by referring/linking to the last thing you said in the previous paragraph.
Use different verb forms		Past, present and future used correctly
Use coordinating conjunctions [FANBOYS]		Joining main clauses, sentences, or paragraphs.
Use subordinating conjunctions		Adding subordinate clauses to sentences.
Correctly	Capital letters	To begin sentences, and for all proper nouns
	Full stops	At the end of every complete sentence/thought/idea.
	Question marks	All questions end with these – they beat exclamation marks.
	Exclamation marks	Use at the end of sentences show shock, excitement, shouting etc. Don't use capitals, use these.
	Commas for lists	Separate individual items in a list.
	Apostrophes for contractions	To show where a letter is missing from a shortened word.
Spell most words correctly		Most words from lists 1 & 2 are spelled correctly, as are most common words.
Write legibly		Neat writing, preferably joined.
Include dialogue to move things forward.		We learn a bit more about characters from a conversation, which also advances the action.
Have the right level of formality (language)		Use the right vocabulary for formal or informal; chatty or knowledgeable etc.
Have the right level of formality (grammar)		Contractions, slang, ! = informal Longer, technical vocab. more complex sentences = formal
Use adverbial phrases		Phrases that tell when, where or how something is done
Start with some SPACED openers		START sentences with interesting words/phrases
Use passives		The action is done to the verb – good for impersonal or formal writing
Use modals		Show certainty or possibility
Include relative clauses at different points in the sentences		Extra information using or implying a relative pronoun [who, which, that, whose]
Include subordinate clauses at different points in the sentences		Extra information (that can't stand on its own) added to a main clause
Use adverbs		Words that tell when, how or where something happens
Use prepositional phrases		Place words/phrases
Use expanded noun phrases		Adding extra information on either side of a noun
mostly correctly	Inverted commas	Speech mark(s) to show speech, or single marks to show something isn't true/real
	Commas in sentences parenthesis	Split different things that are happening in one sentence.
	Semi-colons	Using brackets, commas or dashes to separate a clause from the rest of the sentence
	Dashes	Between two related main clauses; separate long items in a list; replace because/so.
	colons	To emphasise a final point.
	hyphens	Tell the reader an idea is coming, separate two opposing sentences. Joining 2 words to act as an adjective.

GREATER DEPTH

- * Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure);
- * distinguish between the language of speech and writing, and choose the appropriate register;
- * exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this;
- * use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.