




Year 5 and 6

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Writing I can Statements CrT9 - Creating Informative Texts, PuN6 – Punctuation, GrA6 - Grammar				T
	The Writing Process			
EN3-2A	I can compose, edit and present well-structured and coherent informative texts.			
	I understand and can use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audiences and language.			
	Planning			
EN3-2A	I can plan my writing by choosing and experimenting with appropriate text structures, language features, images and digital resources appropriate to purpose and audience.			
	I can plan my writing using complex research data from print and digital sources.			
	Composing			
CI	I can write an informative text for a broad range of purposes that describe, explain and document (describes an artwork, documents the materials and explains why it was created).			
	I can select structural elements to suit the purpose (a fact sheet includes an opening statement, labelled diagrams and text boxes).			
	I can develop ideas with detail and examples that are relevant to an informative text.			
	I can write using ideas derived from research.			
	I can support my ideas with written and visual evidence.			
	I can write paragraphs that include topic sentences.			
	I can write paragraphs that include supporting evidence and examples.			
	I can write paragraphs that are about one idea or topic.			
TFF	I can include multimodal features to expand on written information (creates graphs and other technical diagrams from authentic data)			
Vocab	I can use a range of learnt technical and discipline-specific terms (adapt, survive).			
	I can use words to express cause and effect (therefore).			
Generic	I can maintain appropriate tense throughout that text.			
	I can use a range of sentences including correctly structured complex sentences.			
	I can spell simple, most complex and some challenging words correctly.			
	I can use complex punctuation correctly (apostrophes of possession).			
	Revising			
EN3-2A	I can give and receive feedback from peers and teachers and use this to revise my work (2 stars and a wish).			
	Editing			
EN3-2A	I can edit my own work and other's work and explain my editing choices.			

Year 5 and 6


I can Statements CrT9 - Creating Imaginative Texts, PuN6 – Punctuation, GrA6 - Grammar					T
	The Writing Process				
EN3-2A	I can compose, edit and present well-structured and coherent informative texts.				
	I understand and can use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audiences and language.				
	Planning				
EN3-2A	I can plan my writing by choosing and experimenting with appropriate text structures, language features, images and digital resources appropriate to purpose and audience.				
	I can plan my writing using complex research data from print and digital sources.				
	Composing				
CI	I can write an imaginative text that experiments with appropriate text features (reinterprets or creates alternative versions of songs or stories)				
	I can narrate ideas that connect characters and events.				
	I can write using ideas that support a particular theme or concept (survival, friendship)				
	I can select structural elements to suit the purpose (a narrative may include an orientation, evidence of complication).				
TFF	I can include salient multimodal features integrated with written ideas.				
	I can write using expressive verbs.				
	I can write using less common emotive adjectives.				
	I can leave out words that can be inferred from the context (Kokou must be hungry. But he was not.)				
	I can write in the third person.				
Voc	I can use a range of vivid and less predictable vocabulary to affect the reader (stroll, prowl for walk).				
	I can use vocabulary accurately that has different meanings in different contexts.				
	I can use vocabulary to evoke humour (puns).				
Generic	I can maintain appropriate tense throughout that text.				
	I can use a range of sentences including correctly structured complex sentences.				
	I can spell simple, most complex and some challenging words correctly.				
	I can use complex punctuation correctly (apostrophes of possession).				
	Revising				
EN3-2A	I can give and receive feedback from peers and teachers and use this to revise my work (2 stars and a wish).				
	Editing				
EN3-2A	I can edit my own work and other's work and explain my editing choices.				

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<u>I can Statements</u> CrT9 - Creating Persuasive Texts, PuN6 – Punctuation, GrA6 - Grammar				 T	
	The Writing Process				
EN3-2A	I can compose, edit and present well-structured and coherent informative texts.				
	I understand and can use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audiences and language.				
	Planning				
EN3-2A	I can plan my writing by choosing and experimenting with appropriate text structures, language features, images and digital resources appropriate to purpose and audience.				
	I can plan my writing using complex research data from print and digital sources.				
	Composing				
CI	I can write a persuasive text that takes a position and support it with arguments (examines the benefits of physical activity to health and wellbeing).				
	I can select structural elements to suit the purpose (introduces an argument with a clearly articulated statement of position).				
	I can write two or more elaborated arguments.				
	I can develop a clear position or perspective about a topic.				
	I can conclude my persuasive text by restating my position/perspective.				
TFF	I can include salient multimodal features integrated with written ideas.				
	I can use precise nouns and adjectives to position the reader.				
	I can use a broader range of modal verbs and adverbs (definitely).				
Vocab	I can use words to express cause and effect (consequently, thus).				
	I can use words to introduce an argument (obviously).				
Generic	I can maintain appropriate tense throughout that text.				
	I can use a range of sentences including correctly structured complex sentences.				
	I can spell simple, most complex and some challenging words correctly.				
	I can use complex punctuation correctly (apostrophes of possession).				
	Revising				
EN3-2A	I can give and receive feedback from peers and teachers and use this to revise my work (2 stars and a wish).				
	Editing				
EN3-2A	I can edit my own work and other's work and explain my editing choices.				


Punctuation I Can Statements

Year 5 and 6

<u>Writing I can Statements</u> PuN6 – Punctuation					T
PuN6	I can write commas to separate clauses where appropriate				
PuN6	I can punctuate more complex dialogue correctly ('The team have made some interesting recommendations,' she said, nodding. 'But I do not want to act upon them before I have read the full report.')				

Grammar I Can Statements

Year 5 and 6

<u>Writing I can Statements</u> GrA6 - Grammar						T
GrA6	Whole text level	I can use cohesive devices to alert the reader about how the text is unfolding (foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)				
GrA6	Sentence level	I can select simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect				
GrA6	Sentence level	I can use at least one subordinate clause in a complex sentence				
GrA6	Sentence level	I can use subordinating conjunctions ('even though' in 'Even though a storm was predicted, the search and rescue mission still went ahead.')				
GrA6	Group and word level	I can use an extended range of verbs and verb groups for a particular effect (characterisation - howls, was trembling; and expressing causality – results in)				
GrA6	Group and word level	I can adjust tense in a text if required (uses simple present tense to represent 'timeless' happenings (bears hibernate in winter) and use continuous present tense when referring to an ongoing event (bears are becoming extinct)				
GrA6	Group and word level	I can create elaborated noun groups to build richer description by extending the noun group (that crazy, little cattle dog with the crooked tail that ran away last week)				
GrA6	Group and word level	I can use adverbials to represent a greater range of circumstances (time – subsequently; place – in their environment; manner – excitedly; reason – due to several factors)				
GrA6	Grammatical accuracy	I can make few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb				