

Name: SEND/EI		Year group joined/date: PP: Yes/No	
English Composition			
	Year 6 Expected		Year 6 Greater Depth
<b>PLANNING</b>	When planning writing, establish the features of a range of forms and apply them independently in own writing		When planning writing, establish the purpose and audience which is generally appropriate and highlights a range of stylistic devices to be included
<b>DRAFT and WRITE including vocabulary, grammar and punctuation engaging with the appropriate terminology</b>	Use, understand and model to others different sentence structures to change and enhance meaning. Use a wider range of clauses structure, sometimes varying their position		Know, understand and use formal and informal registers appropriately
	Use passive and active voice and distinguish and convert one to another		Use passive to affect the presentation of information in a sentence
	Use informal and formal speech and the subjunctive (e.g - find out - discover, ask for - request)		
	Know how synonyms and antonyms are related		
	Adapt writing by selecting language and structure to reflect the formality of writing		
	Using adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision.		
	Use ellipses accurately Use semi-colon, Use semi-colon within a list Use dashes, commas and brackets to mark relative clauses Use hyphens to avoid ambiguity eg. man eating shark v man-eating shark		Use a colon to separate independent clauses where the second clause explains the first.  Use a dash to mark the boundaries between independent clauses
	Consistently demonstrates obvious cohesion within and between paragraphs eg. using repetition of a word/phrase and grammatical connections eg. adverbials - on the other hand, in contrast, as a consequence		Demonstrate subtle cohesion within and between paragraphs e.g. inferring characterisation
	To use, identify and manipulate the terminology: Subordinate clause Subordinating and coordinating conjunction Ellipses Semi colons Modal verb rhetorical question Ambiguity Brackets and dashes		Use, identify and manipulate the terminology Impersonal construction

	<p>Parenthesis</p> <p>Active and passive voice</p>	
<b>Character</b>	<p>Write implicitly to develop inferred characterisation</p> <p>Is able to reveal character through dialogue and advance the action.</p>	<p>Maintain inferred characterisation throughout the text justifying the use of appropriate stylistic devices.</p> <p>Metaphor is extended throughout the text.</p>
<b>Setting</b>	<p>Describe the setting implicitly e.g. extending the metaphor</p>	<p>Describe the setting implicitly throughout the text</p>
<b>Plot</b>	<p>Develop the plot consistently maintaining pace and the theme throughout</p>	<p>Develop the central plot, introducing sub plots</p>
<b>Non Fiction</b>	<p>Independently select the most appropriate organisational features for a range of texts drawing upon prior knowledge</p>	<p>Summarise and organise material and supporting ideas and arguments with any necessary factual detail</p>
<b>EVALUATE and EDIT</b>	<p>Peer assess using prior knowledge of rehearsed success criteria</p> <p>Self-assess using prior knowledge of rehearsed success criteria.</p> <p>Prēcis longer passages maintaining the meaning</p>	<p>Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness both independently and with a partner</p> <p>Prēcis longer passages succinctly, maintaining the meaning</p>
<b>HANDWRITING</b>	<p>Use appropriate standard of handwriting for quick notes, final drafts, diagrams, algebra, filling in forms etc</p>	