

Level 5

Deeper Features

Ideas: I can...

- express a wide range of complex ideas concisely
- make deliberate choices as to what ideas to use and when
- Understand the idea of an 'audience' and do the following;
- know how to write for different types of audiences (e.g formal/informal)
- select an appropriate voice, tone & register that reflects both the purpose and the audience
- Use my writing to explain the following when relevant to the task;
- concepts
- processes
- phenomena
- theories
- principles
- beliefs and opinions (my own and others')
- Use rhetorical patterns such as;
- Classifying, comparing and contrasting
- defining
- describing cause and effect

Structure and Language:

- Use the following when appropriate for their purpose;
- language (e.g. specific language features like metaphors or, subject-specific vocabulary)
- text structures (e.g structure of a poem, exposition or narrative)
- media (e.g – images, diagrams or use of a range of eLearning tools to support text)
- Use nominalisation (turning verbs into nouns) to express abstract and complex ideas. (eg: *The reduction of traffic was a major factor...*)
- Create links to make my writing more concise and clear (eg: by forming the noun *decision* from the verb *decide* in order to write *The government decided.... This decision*)
- I know and write a wide variety of text types and forms
- I know the specific features and structures of different text types and forms (e.g instructions and arguments)
- Use a wide range of text types and forms appropriately across different subject areas

Organisation:

- Organise paragraphs/longer sections of my writing logically (cohesion) and make meaning clear (coherence) by;
- inserting a subheading
- using a topic sentence (e.g 'There are many possible contributing factors to global warming')
- use discourse markers (e.g. although, furthermore) to link clauses

Vocabulary: I can...

- Use a large productive vocabulary across the curriculum that includes;
- academic vocabulary (words traditionally used in academic dialogue – e.g observe vs watch)
- subject-specific vocabulary (specific words about a subject (e.g feline)
- technical terms (specialised vocabulary of a particular field)
- low-frequency words and phrases (words that are not common)
- use of vocabulary that expresses abstract concepts- (in concepts such as 'the pleasure of giving' vocabulary like 'satisfied', 'fulfilled' could be used)

Surface Features

Sentence Structure: I can...

- Use a variety of grammatical conventions appropriately with increasing speed
- Use more complex and varied sentences and paragraphs

Spelling: I can...

- Apply what I know about root words, prefixes and suffixes to help select new words to use in writing
- Use and spell a wide range of words appropriately and with increasing accuracy

Punctuation: I can...

- Use a wide range of punctuation appropriately and with increasing accuracy like . , ! ? ""
- colon :
- semi-colon ;
- hyphen -
- parentheses ()
- brackets []
- ellipses ...

Writing Processes

I can...

- Use a range of strategies when editing and proofreading to check;
 - meaning (by rereading and checking I have achieved the purpose of the task)
 - accuracy (by checking word meanings, phrases, spelling and grammar)
 - legibility (by ensuring it can be read by others)
 - how I have achieved the expected standards (by using set criteria to help me)
- Revise the text to make sure it meets its purpose by doing the following;
 - identifying and addressing problems (both during and after the writing)
 - adding detail
 - modifying the tone or register
- Select an appropriate planning strategy relevant to the purpose of the task
- Acknowledge sources of;
 - information
 - quotations
 - reproduced visual material
- Actively seek and effectively respond to feedback from a range of sources
- Make informed choices about how to present work (digital and visual media)