

TAF Statement/Type of writing							Standard met overall
The Pupil can:							
a. Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader e.g. the use of the first person in a diary;							
<ul style="list-style-type: none"> • direct address in instructions and persuasive writing 							
b. In narratives, describe settings,							
<ul style="list-style-type: none"> • characters, 							
<ul style="list-style-type: none"> • atmosphere 							
c. Integrate dialogue in narratives to convey character and advance the action							
d. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. using contracted forms in dialogues in narrative;							
<ul style="list-style-type: none"> • using passive verbs to affect how information is presented; 							
<ul style="list-style-type: none"> • using modal verbs to suggest degrees of possibility 							
e. Use a range of devices to build cohesion within and across paragraphs e.g. conjunctions,							

<ul style="list-style-type: none"> • adverbials of time and place, 							
<ul style="list-style-type: none"> • pronouns 							
<ul style="list-style-type: none"> • synonyms 							
f. Use verb tenses consistently and correctly throughout their writing							
g. Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)							
h. Spell correctly most words from the year 5 / year 6 spelling list,							
<ul style="list-style-type: none"> • and use a dictionary to check the spelling of uncommon or more ambitious vocabulary 							
i. Maintain legibility in joined handwriting when writing at speed							