

Norris Bank P.S Scope and Sequence for Writing Based on the 6 +1 Traits

Genre and Text Type Mapping Across the Year

Genres	Foundation Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry.	Year 1 Students create a variety of imaginative, informative and persuasive texts including recounts, procedures, performances, literary retellings and poetry.	Year 2 Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.	Year 3 Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.	Year 4 Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.	Year 5 Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions	Year 6 Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions
Term 1 Recount/ Narrative <u>Integrated : About Me and Health</u>	Ideas Organisation Voice Word Choice Sentence Fluency Conventions Presentation	Ideas Organisation Voice Word Choice Sentence Fluency Conventions Presentation	Ideas Organisation Voice Word Choice Sentence Fluency Conventions Presentation	Ideas Organisation Voice Word Choice Sentence Fluency Conventions Presentation	Ideas Organisation Voice Word Choice Sentence Fluency Conventions Presentation	Ideas Organisation Voice Word Choice Sentence Fluency Conventions Presentation	Ideas Organisation Voice Word Choice Sentence Fluency Conventions Presentation
Form and Possible foci	Personal Narrative/ Diaries/ Letters. Features/focus Beginning-middle-end Illustrations, simple sentences	Fantasy Fable Legend Features/focus Beginning-middle-end (sentences and pictures)	Fantasy Fable Legend Features/focus Stronger sense of Character 4 simple paragraphs (Introduction, complication, resolution and conclusion) Illustrations and cover	Short Story Anecdote Features/focus Focus on setting or character	Poetry Journal Features/focus Storylines, characters and setting Revision	Biography Ballad Features/focus Revision and editing strategies Moral Insight Variety of Sentence Structures	Autobiography Informative Narrative Features/focus Revision and editing strategies Moral Insight Variety of Sentence Structures Response to Text
Term 2	Ideas Organisation	Ideas Organisation	Ideas Organisation	Ideas Organisation	Ideas Organisation	Ideas Organisation	Ideas Organisation

<p>Persuasion/ Exposition Integrated : <u>Chemical and Biological Science and Economics and Business</u></p>	<p>Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>Voice Word Choice Sentence Fluency Conventions Presentation</p>
<p>Form and Possible Foci</p>	<p>Forming a view- Features/focus simple sentences – agree or disagree</p>	<p>Discussion Features/focus simple sentences – agree or disagree - why</p>	<p>Advertisement Features/focus Structure</p>	<p>Exposition Features/focus informal structure Language features Persuasive Devices</p>	<p>Newspaper Article Features/focus informal structure Language features Persuasive Devices</p>	<p>Letter to the editor Features/focus Formal structure 2 arguments and 2 supporting facts</p>	<p>Debate Features/focus Formal structure 2 arguments and 2 supporting facts</p>
<p>Term 3 Procedure/ Explanation Integrated : Even - <u>Earth Science /Geography</u> Odd - Physical Science <u>Design/Technology</u></p>	<p>Ideas Organisation Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>Ideas Organisation Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>Ideas Organisation Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>Ideas Organisation Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>Ideas Organisation Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>Ideas Organisation Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>Ideas Organisation Voice Word Choice Sentence Fluency Conventions Presentation</p>

<p>Form and Possible Foci</p>	<p>Recipe/Agenda/Daily Schedule Features/focus Cut and paste - focus on ordering</p>	<p>Directions/Procedural recount/Scientific Reports Features/focus How to make or do 3-4 steps drawing or writing</p>	<p>Directions/Procedural recount /Scientific Reports Features/focus Simple Paragraph What is it? What does it do? How does it work?</p>	<p>Instructions/Poster /Scientific Reports Features/focus Simple Paragraph What is it? What does it do? How does it work?</p>	<p>Instructions/Poster /Scientific Reports Features/focus Simple Paragraph What is it? What does it do? How does it work? Conclusion Labelled Diagram</p>	<p>Design Brief/Manual /Scientific Reports Features/focus 5 Paragraphs – Introduction What is it? What does it do? How does it work? Conclusion Labelled Diagram</p>	<p>Manual/Design Brief/Scientific Reports Features/focus 5 Paragraphs – Introduction What is it? What does it do? How does it work? Conclusion Labelled Diagram</p>
<p>Term 4 Reports <u>Integrated :</u> <u>Humanities History</u></p>	<p>Ideas Organisation Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>Ideas Organisation Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>Ideas Organisation Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>Ideas Organisation Voice Word Choice Sentence Fluency Conventions Presentation</p>	<p>Ideas Organisation Voice Word Choice Sentence Fluency Conventions</p>	<p>Ideas Organisation Voice Word Choice Sentence Fluency Conventions</p>	<p>Ideas Organisation Voice Word Choice Sentence Fluency Conventions</p>
	<p>Information report Interview diagrams Facts Information 5 facts – picture</p>	<p>Book Report/ Information report Features/focus Annotated diagrams Facts Information 5 facts – picture (not labeled) Interview</p>	<p>Book Report/ Information report Features/focus Annotated diagrams Facts Information 5 facts – picture (not labeled) Interview</p>	<p>Information Report/Annotated Posters Features/focus Subheadings – paragraphs Labelled diagram</p>	<p>Information Report/Annotated Posters Features/focus Subheadings – paragraphs Labelled diagram</p>	<p>Historical Report Classifying Report Features/focus Formal paragraphs – introduction and conclusion Annotated diagram</p>	<p>Historical Report Classifying Report Features/focus Formal paragraphs – introduction and conclusion Annotated diagram</p>

Writing - Scope and Sequence

Ideas

- D I can understand that language can be represented as written text ([VCELA120](#))
- D. Retell familiar text or event by sequencing images and simple statements ([VCELT124](#))
- D. Use symbols, letters and words to create a simple statement about an idea or event ([VCELY125](#))
- F I can use familiar words, phrases and images to share my ideas Foundation Achievement Standard (FAS)
- F I can retell familiar literary texts through performance ([VCELT159](#))
- F I can retell familiar literary texts through illustrations and images ([VCELT159](#))
- F I can create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge ([VCELY160](#))
- 1 I can use detail to describe ideas, events and the participants in my writing Level 1 Achievement Standard (L1AS)
- 2 I can build on familiar texts by experimenting with character, setting and plot ([VCELT229](#))
- 2 I can recreate literary texts, developing key events and characters using different media ([VCELT228](#))
- 3 I can express and develop ideas in some detail in my writing and images Level 3 Achievement Standard (L3AS)
- 3 I can express and develop experiences, events, information and characters in some detail in my writing and images (L3AS)
- 3 I can reread and edit my writing to improve meaning(L3AS) ([VCELY267](#))
- 3 I can create imaginative texts, incorporating visual features, based on characters, settings and events from my own or other's cultures ([VCELT264](#))
- 3 I can plan, draft and publish imaginative, informative and persuasive texts ([VCELY266](#))
- 4 I can understand how to express an opinion based on information in a text(L4AS)
- 4 I can use images and detail to extend key ideas(L4AS)
- 4 I can write well-structured texts to explain ideas(L4AS)
- 4 I can reread and edit my work to improve meaning(L4AS)
- 4 I can develop storylines, characters and settings into a literary text ([VCELT297](#))

Organisation

- 1 I can reread my own writing and discuss possible changes to improve meaning ([VCELY195](#))
- 1 I can use familiar texts to build my own by using similar characters, repetitive patterns or vocabulary ([VCELT193](#))
- 1 I can recreate texts imaginatively in performance ([VCELT192](#))
- 1 I can recreate texts imaginatively drawing or with digital devices ([VCELT191](#))
- 1 I can create short imaginative and informative texts that show emerging ideas of appropriate text structure ([VCELY194](#))
- 2 I can edit my work for effective text structure ([VCELY231](#))
- 3 I can manage text structure and language features to fit the purpose of my writing ([VCELY266](#))
- 3 I can manage text structure and language features to fit the purpose of my writing ([VCELY266](#))
- 4 I can use language features to create coherence and add detail to my writing Level 4 Achievement Standard (L4AS)
- 4 I can understand how pronouns and connectives to make a text coherent ([VCELA290](#))
- 5 I can edit my work for cohesive structure and meaning(L5AS)
- 5 I can explain how noun and adjective groups can be developed to give a detailed description of a person, place, thing or idea ([VCELA324](#))
- 5 I can create literary texts that experiment with structures of selected authors ([VCELT327](#))
- 5 I can reread and edit my own and other's work using agreed criteria for text structures and language features ([VCELY330](#))
- 6 I can explain how language features and language patterns can be used to create emphasis Level 6 Achievement Standard (L6AS)
- 6 I can show how specific details can be used to support a point of view(L6AS)
- 6 I can explain my choices of language features and images that I have used in my writing(L6AS)
- 6 I can use my understanding of grammar to discuss and improve the structure and cohesion of my work(L6AS)

4 I can explore my own experiences and imaginings to develop a literary text [\(VCELT298\)](#)

5 I can use language features to show how I can extend my ideas Level 5 Achievement Standard (L5AS)

5 I can develop and explain a point of view about a text(L5AS)

5 I can create literary texts that experiment with ideas of selected authors [\(VCELT327\)](#)

5 I can create literary texts by drawing from realistic and fantasy settings of worlds in mentor texts [\(VCELT328\)](#)

5 I can plan, draft and publish imaginative, informative and persuasive print and multimodal texts [\(VCELY329\)](#)

6 I can elaborate upon key ideas for a range of purposes and audiences(L6AS)

6 I can investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas [\(VCELA350\)](#)

6 I can understand how ideas can be expended and sharpened through careful choice of verbs, elaborated tenses and a range of verb groups/phrases [\(VCELA351\)](#)

6 I can create a literary text by adapting aspects of mentor texts in innovative ways [\(VCELT356\)](#)

6 I can compare and discuss and explain the representation of ideas and events in writing and other media [\(VCELY357\)](#)

6 I can plan, draft and publish imaginative, informative and persuasive texts [\(VCELY358\)](#)

7 I can understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view(L7AS)

7 I can create literary texts that adapt stylistic features encountered in other texts [\(VCELT386\)](#)

7 I can plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter, to convey information and ideas to a specific audience [\(VCELY387\)](#)

7 I can edit for meaning by refining ideas for impact [\(VCELY388\)](#)

6 I can experiment with text structures and language features and their effects in creating literary texts [\(VCELT355\)](#)

6 I can provide feedback on the work of my peers(L6AS)

6 I can explain my editorial choices based on agreed criteria(L6AS)

6 I can reread and edit my work and other's work using agreed criteria and explaining editing choices [\(VCELY359\)](#)

7 I can create texts showing how language features, text structures, images from other texts can be combined for effect(L7AS) [\(VCELT385\)](#)

7 I understand that coherence of more complex texts relies on devices which will signal the text type to the reader and which will guide the reader through the text for example: an overview; index; initial and concluding paragraphs; topic sentences; site maps; breadcrumb trails for online texts [\(VCELA380\)](#)

7 I can plan, draft and publish imaginative, informative and persuasive texts selecting aspects of subject matter, visual and audio features to convey information and ideas to a specific audience [\(VCELY387\)](#)

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Word Choice

- D I can copy own name and recognise some of the letters within it, and understand that pausing is presented as a full stop in written text ([VCELA121](#))
- D. I can use, communicate or articulate high-frequency words and reproduce familiar sounds and their letters. ([VCELA122](#))
- F I can write my name ([VCELA157](#))
- F I can write some high frequency words ([VCELA157](#))
- 1 I can create short imaginative and informative texts that show emerging use of appropriate word choice ([VCELY194](#))
- 2 I can understand how authors make texts cohesive using word associations, synonyms and antonyms ([VCELA224](#))
- 3 I can demonstrate an understanding of vocabulary appropriate to my writing purpose and context (L3AS)
- 3 I can reread and edit my writing to improve vocabulary(L3AS)
- 3 I can demonstrate an understanding of vocabulary appropriate to my writing purpose and context (L3AS)
- 3 I can reread and edit my writing to improve vocabulary(L3AS)
- 4 I can select vocabulary from a variety of resources (L4AS)
- 4 I can incorporate new vocabulary from a range of sources and research, into my own writing ([VCELA293](#))
- 4 I can reread and edit for meaning by adding, deleting or moving word groups to improve content and structure ([VCELY300](#))
- 4 I can use specific vocabulary appropriate for different purposes and audiences(L5AS)
- 5 I can explain that words can have different meanings in different contexts ([VCELA325](#))
- 5 I can explain that considered use of vocabulary can give greater precision of meaning ([VCELA325](#))
- 6 I can use banks of familiar words and stretch to use less familiar words I have met in mentor texts(L6AS)
- 6 I can make considered choices from an expanding vocabulary to enhance my writing(L6AS)
- 6 I can improve the cohesion of my work by omitting or replacing words ([VCELA348](#))
- 6 I can investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion ([VCELA352](#))

Presentation

- D. I can use software or application by selecting images and suggesting simple sentences to accompany the image ([VCELY128](#))
- F I can correctly form upper and lower-case letters (FAS)
- F I can make texts using word processing devices (FAS)
- F I can understand that upper and lower case letters can be written using learned letter formation patterns for each case ([VCELY162](#))
- F I can construct texts using software including word processing programs ([VCELY163](#))
- 1 I can create short imaginative and informative texts that show emerging use of appropriate multi-modal elements ([VCELY194](#))
- 1 I can write words using unjoined upper and lower case letters ([VCELY196](#))
- 1 I can add appropriate images to my word processing documents ([VCELY199](#))
- 2 I can use images to support the meaning of my text Level 2 Achievement Standard (L2AS)
- 2 I can write words and sentences legibly using printed, not joined upper and lower case letters (L2AS)
- 2 I can use the correct pencil grip, and sit correctly for writing ([VCELY232](#))
- 2 I can select the print and multimodal elements for my short imaginative, informative and persuasive texts that suit the audience and purpose of writing ([VCELY230](#))
- 2 I can write using an appropriate pencil grip ([VCELY232](#))
- 2 I can write sitting up straight with both feet on the floor ([VCELY232](#))
- 2 I can demonstrate a growing fluency when writing upper and lower case letters ([VCELY232](#))
- 3 I can write using accurately formed, joined letters that are consistent in size(L3AS)
- 3 I can write using the conventions for joining letters and writing words and sentences that are clearly formed and consistent in size ([VCELY268](#))
- 3 I can use word processing programs with increasing speed and efficiency to construct and edit texts that include visual, print and audio elements ([VCELY269](#))

7 I can create and edit texts, demonstrating a variety of more specialised vocabulary (L7AS)

7 I can understand how modality is achieved through careful choices in modal verbs, adverbs, adjectives and nouns ([VCELA383](#))

7 I can plan, draft and publish imaginative, informative and persuasive texts, particular language to convey information and ideas to a specific audience ([VCELY387](#))

7 I can edit for meaning by removing repetition and adding or substituting words for impact ([VCELY388](#))

4 I can write with increasing fluency and automaticity with clearly formed joined letters ([VCELY301](#))

4 I can use a range of digital devices to construct, edit and publish text, images and audio elements ([VCELY302](#))

5 I can develop a handwriting style that is becoming legible, fluent and automatic ([VCELY331](#))

I can use a range of digital devices to construct, edit and publish text, images and audio elements ([VCELY332](#))

6 I can develop a handwriting style that is legible, fluent and can vary according to context ([VCELY360](#))

6 I can use a range of software, including word processing, learning management functions as required to create texts ([VCELY361](#))

7 I can consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods ([VCELY389](#))

7 I can use a range of software, including word processing programs to create, edit and publish written and multimodal texts ([VCELY390](#))

Voice

- 1 I can recreate texts imaginatively in performance ([VCELT192](#))
- 2 I can select the print and multimodal elements for my short imaginative, informative and persuasive texts that suit the audience and purpose of my writing ([VCELY230](#))
- 2 I can write short, imaginative, informative and persuasive texts familiar and some less familiar audiences ([VCELY230](#))
- 3 I can select the print and multimodal elements for my short imaginative, informative and persuasive texts that suit the audience and purpose of my writing ([VCELY230](#))
- 3 I can write short, imaginative, informative and persuasive texts familiar and some less familiar audiences ([VCELY230](#))
- 3 I can demonstrate an understanding of grammar and punctuation appropriate to my writing purpose and context (L3AS)
- 3 I can demonstrate an understanding of vocabulary appropriate to my writing purpose and context (L3AS)
- 3 I can select print, images and audio to match my audience and purpose ([VCELY266](#))
- 4 I can write well-structured texts for different audiences (L4AS)
- 4 I can plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening audience ([VCELY299](#))
- 4 I can manage text structures and language features to support my purpose and widening audience ([VCELY299](#))
- 5 I can create imaginative, informative and persuasive texts for different purposes and audiences(L5AS)
- 5 I can use a variety of sentence types appropriate for different purposes and audiences(L5AS)
- 5 I can use specific vocabulary appropriate for different purposes and audiences(L5AS)
- 5 I can choose text structures, language features, images and sound appropriate to my purpose and audience ([VCELY329](#))

Conventions

- D. Identify the onset of familiar words and some words that have the same rime ([VCELA123](#))
- D. I can review own text and make changes during shared editing ([VCELY120](#))
- F I can use letters and sounds in my writing(FAS)
- F I can experiment with capital letters and full stops (FAS)
- F I can understand that punctuation is a feature of written text different from letters ([VCELA156](#))
- F I can recognise how capital letters are used for names ([VCELA156](#))
- F I can recognise that capital letters and full stops signal the beginning and end of sentences ([VCELA156](#))
- F I understand that spoken sounds and words can be written ([VCELA157](#))
- F I can use onset and rime to spell words where sounds match more directly with letters ([VCELA158](#))
- F I can participate in shared editing of student's own texts for meaning, spelling, capital letters and full-stops ([VCELY161](#))
- F I can understand that sounds in English are represented by upper and lower case letters ([VCELY162](#))
- 1 I can spell words with regular spelling patterns accurately (L1AS)
- 1 I can use blending and segmenting to spell simple and predictable words (L1AS)
- 1 I can use my visual memory to spell high-frequency words ([VCELA184](#))
- 1 I can understand that some high frequency words have regular and some have irregular spelling components ([VCELA184](#))
- 1 I can use capital letters and full-stops appropriately(L1AS)
- 1 I can recognise that full stops signal statements ([VCELA190](#))
- 1 I can recognise question marks signal sentences that ask questions ([VCELA190](#))
- 1 I can recognise that exclamation marks signal sentences that express emotion or give commands ([VCELA190](#))
- 1 I can recognise and know how to use simple grammatical morphemes and word families ([VCELA190](#))

6 I can elaborate upon key ideas for a range of purposes and audiences(L6AS)
6 I can choose and experiment with genre specific text structures, language features, images and digital resources to match purpose and audience (VCELY358)
7 I can understand how the selection of a variety of language features can influence an audience Level 7 Achievement Standard (L7AS)
7 I can create structured and coherent texts for a range of purposes and audience(L7AS)

1 I can create short imaginative and informative texts that show emerging of appropriate spelling and punctuation (VCELY194)
1 I can reread my own writing and discuss possible changes to improve spelling and punctuation(VCELY195)
1 I can understand how to use learned formation patterns to represent sounds (VCELY196)
2 I can spell simple words including compound words, using syllabification (VCELA226)
2 I can spell simple words including compound words, using blends (VCELA226)
2 I can spell simple words including compound words, using diagraphs (VCELA226)
2 I can spell words with regular spelling patterns accurately (L2AS)
2 I can spell simple words including compound words, using long vowels (VCELA226)
2 I can spell simple words including compound words, using silent letters (VCELA226)
2 I can write words with less common long vowels, trigraphs and silent letters(L2AS)
2 I can use my visual memory to write high frequency words and words whose spelling is not predictable from the sounds (VCELA227)
2 I can use some punctuation accurately (L2AS)
2 I can understand that capital letters are used for proper nouns (VCELA225)
2 I can understand that commas are used to separate items in lists (VCELA225)
2 I can edit my work to improve spelling (VCELY231)
2 I can edit my writing to check that I have punctuation that correctly starts and finishes my sentences (VCELY231)
3 I can demonstrate an understanding of grammar and punctuation appropriate to my writing purpose and context (L3AS)
3 I can use my knowledge of letters and their sounds to spell words accurately(L3AS) (VCELA263)
3 I can spell high-frequency words accurately (L3AS)
3 I can spell words with complex consonant and vowel clusters(L3AS)
3 I can spell words with less common letter combinations (VCELA263)

- 3 I can reread and edit my writing to improve grammar punctuation(L3AS) ([VCELY267](#))
- 3 I can identify that paragraphs are a key organisational feature of text ([VCELA259](#))
- 3 I can explain that contractions are a feature of informal language ([VCELA260](#))
- 3 I can explain that apostrophes of contractions signal missing letters ([VCELA260](#))
- 3 I can explain that a clause is a unit of grammar usually containing a subject and a verb that need to be in agreement ([VCELA261](#))
- 3 I can explain that verbs represent processes: doing, thinking, saying, relating and that their tense is determined by time ([VCELA262](#))
4. I can use phonic generalisations to identify and write words with more complex letter combinations ([VCELA294](#))
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4. I can use spelling patterns - syllabification, letter combinations including double letters, and morphemic knowledge to build word families. ([VCELA295](#))
4. I can recognise homophones and know how to use context to identify correct spelling ([VCELA296](#))
4. I can recognise how quotation marks are used in texts to signal dialogue titles and quoted (direct) speech ([VCELA291](#))
5. I can understand how possessives are signalled through apostrophes and how to use apostrophes with common and proper nouns. ([VCELA322](#))
5. I can recognise and write less familiar words that share common letter patterns but have different pronunciations. ([VCELA326](#))
6. I can understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages ([VCELA354](#))
6. Understand the uses of commas to separate clauses ([VCELA349](#))
7. Understand how to use spelling rules and word origins to learn new words and how to spell them. ([VCELA384](#))

Sentence Fluency

F I can understand that some language in written texts is unlike everyday spoken language (VCELA 155)

1 I can create short imaginative and informative texts that show emerging use of appropriate sentence level grammar ([VCELY194](#))

1 I can understand patterns of repetition and contrast in simple texts ([VCELA189](#))

2 I can write short, imaginative, informative and persuasive texts using growing knowledge of text structure ([VCELY230](#))

2 I can write short, imaginative, informative and persuasive texts using growing knowledge of language features ([VCELY230](#))

2 I can edit my work for effective text structure ([VCELY231](#))

3 I can reread and edit my writing to improve sentence structure (L3AS) ([VCELY267](#))

3 I can adapt language features and patterns from mentor texts in my own writing ([VCELT265](#))

3 I can reread and edit my writing to improve sentence structure (L3AS) ([VCELY267](#))

3 I can adapt language features and patterns from mentor texts in my own writing ([VCELT265](#))

4 I can explain how the meaning of sentences is enriched using noun groups, verb groups and prepositional phrases ([VCELA292](#))

4 I can use a variety of sentence types appropriate for different purposes and audiences(L5AS)

5 I can explain that the starting point of a sentence is important to indicate how the text will unfold ([VCELA321](#))

5 I can create literary texts that experiment with stylistic features of selected authors ([VCELT327](#))

6 I can investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas

7 I can recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information [\(VCELA381\)](#)

7 I can edit for meaning by reordering sentences for impact [\(VCELY388\)](#)