

Name _____ Class _____

Band 6 - English Writing
 Composition

 b b+ w w+ **S** s+

- Plan his/her writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own.**
I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose.
- Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.
I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary.
- Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.
I can plan a detailed character and/or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films.
- Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning.
I can use grammar and vocabulary which is suited to the purpose of my writing.
- Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.**
I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward.
- Draft and write by accurately précising longer passages.
I can draft and write by accurately précising longer passages.
- Draft and write by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.
I can use different techniques to make my writing flow and link paragraphs.
- Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables.**
I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.
I can give reasoned feedback on mine and others' work to improve it.
- Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning with reference to English Appendix 2.
I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.
- Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.**
I can mark and edit work to have the correct tense throughout.
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
I can mark and edit work to have the correct subject and verb agreement.
- Proof-read for spelling errors linked to spelling statements for Year 6.**
I can read work looking for spelling errors and correct them using a dictionary.
- Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.
I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.
- Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.