

Name _____ Class _____

Band 2 - English Writing
Composition



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s+

- Write narratives about personal experiences and those of others (real and fictional).
I can write about things I have done and things that others have done.
- Write about real events to develop positive attitudes and stamina for writing.
I can write a long piece of text about a real event in one go.
- Write poetry to develop positive attitudes and stamina for writing.
I can write poetry.
- Write for different purposes to develop positive attitudes and stamina for writing.**
I can write for different purposes, writing long and short pieces of work.
- Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.
I can plan my writing by writing down my ideas or talking about them.
- Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.
I can plan my writing by writing down ideas and/or key words and new vocabulary.
- Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.**
I can plan my writing by writing down my ideas or talking about them for each sentence.
- Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils.
I can change my writing and make corrections after I have spoken to a teacher or another child about it.
- Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.
- Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly.**
I can proof-read my work and check for spelling, punctuation and grammar errors.
- Read aloud what he/she has written with appropriate intonation to make the meaning clear.
I can read my work aloud with confidence using the tone of my voice to make the meaning clear.