

Green Lane CE Primary School 2018-19 Writing: Stage 5 (working towards by end of KS2)

Name:		Class:	Year:	Date	Date	Date
Starting Level:	Target:	End Level:				
<b>Transcription – evidenced in phonics and basic skill sessions</b>						
I can spell many common kn, mb, mn words and silent b words correctly e.g. <i>knee, thumb, rustle</i> .						
<u>I can correctly spell many words from appendix 2 of the national curriculum document.</u>						
I can spell many words with prefixes and suffixes with or without changes to spelling e.g. <i>applicable, adorable, reliable, changeable</i>						
<u>I can use a dictionary to find the initial letter of any word and use the guide words to fine tune my search, then independently read and understand the definition.</u>						
<b>Handwriting and Presentation – evidenced in literacy books and during literacy lessons</b>						
<u>I can produce consistent, legible, good quality cursive handwriting by: ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</u>						
<b>Composition – evidenced in literacy books and during literacy lessons</b>						
I can identify the audience and purpose for my writing, planning and writing <b>narrative</b> and non-fiction ( <b>letters, diaries, non-chronological reports, instructions, news reports, explanations</b> ) texts.						
<u>I am beginning to use adverbials, preposition phrases and expanded noun phrases effectively to add detail.</u>						
I can produce longer paragraphs that follow a logical sequence with adverbial time sequencers ( <b>In a heartbeat, Later, Soon after</b> ) to start narrative paragraphs and begin to use signposting in non-fiction reports ( <b>Within this section we shall shine the spotlight on the arguments against...</b> )						
<u>I can describe settings and characters through description, including powerful adjectives, unique similes and effective personification to describe feelings (A finger of icy fear crawled its way down his spine).</u>						
<u>I can begin to portray characters through meaningful interaction and dialogue that moves the story on. e.g. "Watch out, you've left the door open!"</u>						
<u>I can use organisational and presentational devices to structure text and to guide the reader (such as using headings, etc.).</u>						
I can work alone (or with a partner sometimes) to <b>evaluate</b> writing against agreed success criteria, identifying strengths and areas for improvement such as correcting verb tense.						
<u>I can use informal speech (using a chatty style in a diary for example) in my writing and use a formal style when required (in a persuasive letter for example)..</u>						
<b>Vocabulary, grammar and punctuation – evidenced in literacy books and during literacy lessons</b>						
<u>I am beginning to use passive and modal verbs (could, should, might, etc.).</u>						
I am attempting to use a wide range of subordination conjunctions ( <b>connectives</b> ) at the beginning and within sentences to add detail: including <i>when, if, because, although, however, despite</i> (sometimes remembering to punctuate with a comma before the connective when appropriate).						
I am beginning to use commas or <b>brackets</b> to denote relative clauses beginning with <i>who, which, where, when, whose, that</i> . <i>As the stormy winds battered the house (which had stood for a hundred years) windows began to crack and shatter.</i>						
<u>I am using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons.</u>						

5B Working <b>BELOW</b> 0 – 2 <b>5B+</b> <b>BELOW WORKING TOWARDS</b> 3 – 5	5W <b>WORKING TOWARDS</b> National Standard 6 – 10	5W+ <b>WORKING AT THE NATIONAL STANDARD</b> Must include all underlined KO's 11 – 13	5S <b>SECURELY WORKING AT NATIONAL STANDARD</b> Must include all underlined KO's 14 – 16	5S+ <b>SHOWING GREATER DEPTH</b> 17+
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