

Green Lane CE Primary School 2018-19 Writing: Stage 6 (expected standard 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 most common ps, psy, gn and silent letter words correctly: e.g. <i>government, environment</i> .						
I can correctly spell words from appendix 2 of the national curriculum document.						
I can spell words with prefixes and suffixes with or without associated changes in spelling: e.g. <i>legible, preference, dependable</i> .						
I can turn confidently and readily to the dictionary to find the correct spelling or definition of a word.						
<b>Handwriting and Presentation – evidenced in literacy books and during literacy lessons</b>						
I can make <b>choices over letter shapes</b> and joins to ensure fluency, legibility and good presentation and is increasing the pace of writing while sustaining neatness and accuracy.						
<b>Composition – evidenced in literacy books and during literacy lessons</b>						
<u>I can identify the intended audience and purpose for writing and choose a suitable writing model from a range of familiar texts to support my own writing, including narrative and non-fiction (letters, diaries, non-chronological reports, instructions, news reports, explanations, poetry) texts.</u>						
I can create a <b>script</b> (improvised or devised) for a drama and act it out with a group of my peers for a range of audiences.						
I can record and <b>plan</b> my ideas, drawing on independent reading and research. <i>e.g. use a spidergram to organise notes from research.</i>						
I can produce coherent longer paragraphs in a logical sequence with time sequencers ( <b>In a heartbeat</b> ) to start narrative paragraphs and signposting in non-fiction reports ( <b>Within this section we shall shine the spotlight on the arguments against...</b> ) and understand and deploy some hooking devices to create <b>cohesion</b> between paragraphs (such as mentioning something in paragraph one that becomes important in paragraph for).						
I can use further <b>organisational</b> and <b>presentational</b> devices to structure text and to guide the reader: e.g. <b>pose questions as heading or sub-headings, use bullet points or tables</b>						
I can work alone or with a partner to <b>evaluate</b> writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and feeding back appropriately with helpful details.						
I can write using <b>tense</b> consistently and write using deliberate changes of tense for effect in narrative e.g. <i>in flashbacks, letters and interviews</i> .						
I can manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures (not just putting a 'golden phrase' in randomly).						
I can demonstrate a mastery of language through public speaking, performance and <b>debate</b> .						
<b>Vocabulary, grammar and punctuation – evidenced in literacy books and during literacy lessons</b>						
<u>I can select verb forms for meaning and effect.</u>						
<u>I can describe settings, characters and atmosphere through detailed description, including powerful adjectives, unique similes and effective personification to describe feelings (A finger of icy fear crawled its way down his spine). Beginning to use idioms (my heart exploded with happiness).</u>						
I can the <b>passive</b> voice in a sentence, so that <i>I broke the window in the greenhouse</i> , becomes <i>The window in the greenhouse was broken by me</i> .						
<u>I am using punctuation correctly, including brackets, dashes, inverted commas (speech marks), colons and semi colons between independent clauses and apostrophes.</u>						
<u>I can use a wide range of subordination conjunctions (connectives) at the beginning and within sentences to add detail: including when, if, because, although, however, despite (punctuating with a comma before the connective when appropriate).</u>						
I can use embedded relative clauses beginning with who, which, where, when, whose, that or with commas or <b>brackets</b> .						
I can confidently use modal verbs or adverbs to indicate degrees of possibility, in particular in a <b>balanced argument</b> : e.g. <i>ought to have listened ... should have known</i>						

<p><b>6B</b> Working <b>BELOW</b> 0 – 2 <b>6B+</b> <b>BELOW WORKING TOWARDS</b> 3 – 5</p>	<p><b>6W</b> <b>WORKING TOWARDS</b> National Standard 6 – 12</p>	<p><b>6W+</b> <b>WORKING AT THE NATIONAL STANDARD</b> Must include all purple KO's 13 – 16</p>	<p><b>6S</b> <b>SECURELY WORKING AT NATIONAL STANDARD</b> Must include all purple KO's 17 – 19</p>	<p><b>6S+</b> <b>SHOWING GREATER DEPTH</b> 20 - 21</p>
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