

Name _____ Class _____

Band 5 - English Writing
 Composition

 b > b+ > w > w+ > **S** > S+

- Plan his/her writing by identifying the audience for, and purpose of the writing, using other similar writing as models for his/her own.**
I can plan my writing by identifying the audience for, and purpose of the writing, using other similar writing as models for my own work.
- Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.
I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.
- Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.
I can plan my writing of narratives by considering how authors have developed characters and settings in what the class 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.
I can draft and write by selecting the correct grammar in my writing. I can use capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly in my work.
- Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character.**
I can write pieces describing settings, characters and atmosphere, and include speech that helps picture the character and their personality or mood.
- Draft and write by précisising longer passages.
I can draft and write by summarising longer passages.
- Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly.
I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.
- Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.
I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.**
I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.
- Use different verb forms mostly accurately with consideration for audience and purpose.
I can use different verb forms with consideration for the audience and purpose.
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing.
I can give feedback on and improve my own writing and my classmates' writing.
- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2.
I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.
- Evaluate and edit by ensuring mostly 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.
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 5.
I can read work looking for spelling errors and correct them using a dictionary.
- Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.**
I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.
- Perform his/her own compositions, using appropriate intonation, volume and movement so that meaning is clear.
I can perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear.