

Working ABOVE the expected standard			
I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation)			
I can distinguish between the language of speech and writing and choose the appropriate register			
I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary			
I can use the range of punctuation taught at KS2 correctly (e.g. semi colons, dashes, colons, hyphens) and when necessary use such punctuation precisely to enhance meaning and avoid ambiguity			



The BeDifferent Federation

Success and Challenge Card BAND 6 Writing

Name:

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Class:

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Working TOWARDS the expected standard			
I can write for a range of purposes			
I can use paragraphs to organise ideas			
In narratives, I can describe settings and characters			
In non-narrative writing, I can use simple devices to structure the writing and support the readers (e.g. headings, sub-headings, bullet points)			
I can use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly			
I can spell correctly most words from the Year 3/4 spelling list and some words from the Year 5/6 spelling list			
I can write legibly			

Working AT the expected standard			
I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. first person in a diary entry, direct address in instructions)			
In narratives, I can describe settings, characters and atmosphere <i>Narrative is defined as an account of connected events, real or imagined, which can include stories, recounts, poetry, reports etc</i> <i>How does grammar usage contribute to this?</i> <i>Consider use of expanded noun phrases, adverbials, modal verbs, rhetorical questions</i> <i>Consider role played by the character's thoughts, actions, reactions and relationships with others</i> <i>Consider use of contrast e.g. everything was still, apart from Jack</i>			
I can integrate dialogue in narratives to convey character and advance the action			
I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using passive verbs to affect how information is presented, using modal verbs to suggest degrees of possibility)			
I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs			
I can use verb tenses consistently and correctly			
I can use the range of punctuation taught in KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)			
I can spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary			
I can maintain legibility in joined handwriting when writing at speed			