

I am advancing as a writer

Composition				Transcription		Process
Organised writers think about the reader and make their writing easy to access and follow.	Purposeful writers always know who they are writing for and why.	Imaginative describers Select words for impact	Grammar Giants/sentence stars use sentences for effect.	Super spellers write words with accuracy so readers can easily read it.	Practised presenters present writing clearly	Excellent editors use the writing process to produce work of high quality.
<p>As experimenting stage plus: I can use connectives within a paragraph to link the sentences. E.g secondly, in addition, furthermore My paragraph structure if controlled to shape a story e.g. 5 paragraph structure involving build up, conflict, resolution I can use shifts in time and place to shape a story and guide the reader through the text e.g. by introducing a new section to draw attention to the main event I can structure text to guide the reader for example, headings, bullet points, underlining.</p> <p>Depth In writing across the curriculum, children structure their writing to guide the reader through the text, shaping paragraphs to help.</p>	<p>As experimenting stage plus: I can include some significant interaction between characters through action, description and characters responses. Character development helps to move the story forward. Characterisation is evident through direct and reported speech Setting is used to create mood I write in a given style successfully, using characteristic features of language I can address the reader directly. I can make notes to support me in discussion and debate to argue my case.</p> <p>Depth In writing across the curriculum, children choose the type of writing that best suits the purpose and audience and make effective use of characteristic features.</p>	<p>As experimenting stage plus I can choose words for deliberate effect- stationary rather than stopped. My vocabulary choices are more thoughtful – using a thesaurus to extend range of words I use techniques authors use to create characters, setting and plots. I create vivid images by using alliteration, simile, metaphor and personification</p> <p>Depth In writing across the curriculum, writers use language and image specifically to add variety and impact the reader. They choose phrases that both engage the reader and support the purpose of the writing.</p>	<p>As experimenting stage plus: I ensure consistent and correct use of tense throughout a piece of writing. I can proof read for spelling and punctuation errors I can use a colon to introduce a list I can use relative clauses beginning with: <i>who, which, when, where, whose</i> and <i>that</i> I ensure correct subject and verb agreement when using singular and plural. To use modal verbs and adverbs to indicate degrees of possibility. I use commas to clarify meaning and avoid ambiguity as required.</p> <p>Depth In writing across the curriculum, writers use sentences and punctuation accurately and consistently to clarify meaning to the reader.</p>	<p>As experimenting stage plus: I can spell words with ‘silent’ letters I can spell words with the endings –cious and –tious I can spell 50% of the words on the yr5&6 word list I know and use the ‘i before e’ rule following a c I distinguish between homophones and other words that are often confused. I can use dictionaries to check the spelling and meaning of words, using the first 3-4 letters of a word. Because I have specific difficulties with spelling, I can make use of strategies such as the ace dictionary and spell checks to help me.</p> <p>Depth Writers apply their spelling knowledge with accuracy in independent writing. They have a range of strategies to self check their spelling and are able to make alternative choices. These consistently enable them to improve their accuracy.</p>	<p>As experimenting stage plus: I can choose the writing implement best suited to the task My writing is legible and fluent and may include some stylized features of my own. I perform my compositions using appropriate intonation and volume</p> <p>Depth Both writing in draft and published work shows a legible, fluent and joined personal style.</p>	<p>As experimenting stage plus: I plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own I can note and develop initial ideas, drawing on reading and research where necessary I can assess the effectiveness of my own and others’ writing by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. I make additions, revisions and corrections as I work and these improve the quality of my writing.</p> <p>Depth In writing across the curriculum, writers regularly evaluate the effectiveness of their own/other’s writing to propose changes to sentences and vocabulary to improve consistency and impact on reader.</p>