

I am accomplished 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 advancing stage plus: In non-fiction writing my paragraphs will have an introductory sentence, followed by approximately 3 points. Each of these points may involve 2 or more sentences, the use of examples and connectives to guide the reader. I can make links between paragraphs in non-fiction writing 'as mentioned previously.' In narrative I can use references back to the start the story to signal a change at the end of a story. I am beginning to vary structure and length of paragraphs for effect on the reader. I write cohesively and at length.</p> <p>Depth <i>In writing across the curriculum, writers apply a structure that will guide the reader through the text, shaping paragraphs to help.</i></p>	<p>As advancing stage plus: I prepare to write by noting, developing and researching ideas I use the setting and the weather as a sympathetic background to the character's situations e.g. thunderstorms for the dangerous part and sun emerging when all is well again. My writing is well paced and keeps the reader interested My writing is well constructed and shows a secure grasp of the chosen genre. I use writing to enable me to prepare well to present an argument and participate in a debate.</p> <p>Depth <i>Across the curriculum, writers select the type of writing that best suits the purpose and audience and make effective use of characteristic features to have the desired impact</i></p>	<p>As advancing stage plus I make assertive use of the characteristic language of the chosen text type. I can use vocabulary that is varied, imaginative and appropriate, including use of technical and specific words I recognize how changing the word choice can subtly change the meaning of the writing. I use imagery that adds to the overall effect of the writing on the reader. I interweave descriptions of characters, settings and atmosphere with dialogue to produce a balanced narrative</p> <p>Depth <i>In writing across the curriculum, writers use language and image specifically to add variety and impact the reader. They select phrases that both engage the reader and support the purpose of the writing.</i></p>	<p>As advancing stage plus: I can use brackets, dashes or commas to indicate parenthesis I can use passive verbs to affect the presentation of information in a sentence I can recognize vocabulary and structures that are appropriate for formal speech and writing I can use semi-colons, colons or dashes to mark boundaries. There is a wide range of accurate punctuation to enable a variety of sentence structures to be read with clarity. Use expanded noun phrases to convey complicated information concisely</p> <p>Depth <i>In writing across the curriculum, writers use sentences and punctuation accurately and consistently to clarify meaning to the reader.</i></p>	<p>As advancing stage plus: I can spell words with the suffixes –ible and –able I can spell words with the endings –cial and –tial I can spell words with the endings –ance and -ence I can spell all the words on the year 5 & 6 list I can spell words I have not yet been taught because I use what I have learnt about how spelling works in English Because I have specific difficulties with spelling, I can make use of strategies such as the ace dictionary and spell checks to help me, resulting in more accurate spelling.</p> <p>Depth <i>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.</i></p>	<p>As advancing stage plus: My handwriting is legible and fluent, formed with increasing speed. My personal style is becoming consistent. I have learnt strategies such as word processing to help me deal with my specific difficulties in this area. I know when to use a joined style, for example when labelling diagrams and data, email addresses, form filling and algebra I confidently and creatively perform my compositions using appropriate intonation and volume so the meaning and effect is clear.</p> <p>Depth <i>Both writing in draft and published work shows a legible, fluent and joined personal style.</i></p>	<p>As advancing stage plus: I select words and sentences based on my experimentations into what sounds best for this purpose/audience I successfully work on my own and with others to rewrite extracts of my work, playing with words and sentences to enhance the effect and clarify meaning for the reader.</p> <p>Depth <i>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.</i></p>

Code 6