



**The Federation of  
Singlegate and William  
Morris Primary School**

**Success and Challenge Card**

**BAND 6 WRITING**

**Name:**

.....

**Class:**

.....



<b>COMPOSITION</b>			
1. I am able to plan my writing to fit the audience and purpose, choosing the correct form, vocabulary and sentence structures.			
2. I am able to plan my writing by noting down and developing my ideas, using additional reading and research where necessary.			
3. I am able to plan my writing of narratives by considering how authors have developed characters and settings in what I have read, listened to or seen performed.			
4. I am able to select the appropriate grammar and vocabulary in my writing, understanding how my choices can change the meaning.			
5. I am able to describe settings, characters and atmosphere, and include speech that helps show the character and their personality or mood and helps move the action forward.			
6. I am able to accurately summarise longer passages.			
7. I am able to use words such as then, after that, this, firstly, to build connections in a paragraph.			
8. I am able to link ideas across paragraphs using a range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis.			
9. I am able to set out my work correctly and use headings, bullet points, sub-headings, columns and tables to structure the text and to guide the reader.			
10. I am able to give feedback on others' writing and use feedback to improve my own writing.			

<b>HANDWRITING</b>			
44. I am able to write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.			
I am able to write increasingly legibly, fluently, and with increasing speed by choosing the writing implement that is best suited or a task.			

<b>SPELLING</b>			
33. I am able to use prefixes and suffixes and understand when to add them.			
34. I am able to distinguish between homophones and other words which are often confused.			
35. I am able to spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious.			
36. I am able to spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.			
37. I am able to spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance.			
38. I am able to spell words ending in -able and -ible, also -ably and -ibly, e.g. adorable, adorably.			
39. I am able to spell words containing the letter string 'ough' e.g. bought, rough, through, bough.			
40. I am able to spell some words with 'silent' letters e.g. knight, psalm, solemn.			
41. I am able to use knowledge of root words, prefixes and suffixes in spelling and understand that the some words need to be learnt specifically.			
42. I am able to use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.			
43. I am able to use a thesaurus.			

<b>COMPOSITION Continued</b>			
11. I am able to edit my work and make changes to vocabulary, grammar and punctuation to make the meaning clearer.			
12. I am able to mark and edit work to use the correct tense throughout.			
13. I am able to consistently use the correct subject and verb agreement. Passive and modal verbs.			
14. I am able to edit work looking for spelling errors and correct them using a dictionary.			
15. I am able to proof-read for punctuation errors, including use of semi-colons, colons, dashes & bullet points.			
16. I am able to confidently perform my own work to a group, using appropriate tone, volume and movement so that the meaning is clear.			
17. I am able to use a wide range of clause structures, sometimes varying the position within the sentence.			
18. I am able to use adverbs, prepositional phrases and expanded noun phrases effectively to add detail and precision.			
19. I am able to use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.			

<b>VOCABULARY, GRAMMAR &amp; PUNCTUATION</b>			
20. I am able to understand the difference between informal and formal speech. I use vocabulary and structures that are appropriate for formal speech and writing.			
21. I am able to understand how words are related by meaning as synonyms and antonyms.			
22. I am able to use passive verbs to impact on the presentation of information in a sentence.			
23. I am able to accurately use a range of relative clauses.			
24. I am able to use a colon to introduce a list.			
25. I am able to use and punctuate bullet points consistently to list information.			

<b>VOCABULARY, GRAMMAR &amp; PUNCTUATION</b>			
26. I am able to use commas to clarify meaning.			
27. I am able to use a semi colon to replace 'and' or 'but' in a multi clausal sentence.			
28. I am able to use a colon to mark the boundary between independent clauses.			
29. I am able to use hyphens to avoid ambiguity e.g. man-eating shark.			
30. I am able to make some correct use of dashes in my writing. For example: All four of them—Bob, Jeffrey, Jason, and Brett—did well in college.			
31. I am able to use inverted commas and other punctuation to indicate direct speech.			
32. I am able to use parenthesis (brackets).			