

STEBBING PRIMARY SCHOOL – BAND 6 WRITING ASSESSMENT

Pupil Name..... Year Group Assessment Year.....

Text Types:																							
Date:																							
Can spell all vocabulary correctly apart from rare technical or obscure words.																							
Can open and close writing in interesting, unusual or dramatic ways, when appropriate.																							
Can use the full range of punctuation, almost always accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis, etc.	Full stops																						
	Capital letters																						
	Commas																						
	Apostrophes																						
	Bullet points																						
	Inverted commas																						
	Hyphens																						
	Brackets																						
	Colons																						
	Semi-colons																						
	Exclamation marks																						
	Dashes																						
	Question marks																						
Ellipsis																							
Can write neatly, legibly and accurately and fluently, in a joined style.																							
Can vary font for effect or emphasis when appropriate (print, italics or capitalisation). May only be one example.																							
Can use a wide range of conventions appropriately to the context e.g. paragraphs, sub and side headings, addendum, footnote, contents et cetera.																							
Can use a wide range of sophisticated connectives, including conjunctions, adverbs, and prepositions, to show time, cause, sequence and mode, often to open sentences.																							
Can use clauses confidently and appropriately for audience and purpose.																							
Can use implicit links within text e.g. referring back to a point made earlier or forward to more information or detail to come.																							
Can group items for effect, before or after the verb.																							
Can use a range of techniques to interact or show awareness of audience eg action, dialogue, quotation, aside, suspense, tension, comment.																							
Can write with confidence and imagination.																							
Can adapt writing for the full range of purposes, always showing awareness of audience and purpose.																							
Can consciously vary levels of formality according to purpose and audience.																							
Can sustain a convincing viewpoint throughout the piece e.g. authoritative, expert, convincing portrayal of character, opposing opinions etc.																							
Can use a wide range of ambitious vocabulary accurately and precisely.																							
Can use 2 or more of stylistic features to create effect within the text (see writing appendix).																							
Can use creative and varied sentence structure when appropriate, intermingling with simple structures for effect.																							
Can always construct grammatically correct sentences, unless using dialect or alternative constructions consciously for effect.																							
Can use pertinent and precise detail as appropriate.																							
Can inter mingle a variety of types of sentences, statements, commands, questions, exclamations, asides, complex with simple plus effective placing of clauses.																							
AUTUMN		SPRING					SUMMER																

Listed in approximate hierarchy. For assessment, however, please use a 'best fit' approach.

BAND 6 WRITING APPENDIX

- Stylistic writing features (rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, elaboration, nominalisation, impersonal voice or universal appeal. Use symbolism in stories and poetry)
- Build an extended image
- Use assonance
- Use consonance
- Create sentences with colons (description then details) e.g. Chickens are great pets: they are friendly and entertaining to watch.
- Create sentences with semi-colons (to contrast) e.g. I like coffee; Jack prefers tea.
- Use hyperbole e.g. It is clearly the ultimate in bathroom cleaners.
- Make use of flashbacks
- Write in third person multiple (several points of view)
- Establish and maintain a theme e.g. loneliness
- Use adjectives of smell e.g. acrid
- Create a subtle mood
- Build up a stock of nouns to do with people, weather, animals, buildings, food, furniture, plants, landscape, materials etc.

Banding guidance

	Working Towards the Expected Standard (WTS)	Working at the Expected Standard (EXS)	Working at Greater Depth (GDS)
Assessment (Out of 34)	7-16	17-26	27-34

- Once a statement has been ticked twice, this statement can be highlighted in the appropriate colour to show that this has been evidenced twice.
- If a child is performing below 'Working Towards', it is suggested that they are assessed on the previous banding writing assessment to provide more accurate assessment.
- It is suggested that teachers use the writing appendix to help inform them when arriving at a banding.
- Use the following table to monitor the statements achieved throughout the year.

Please use the following codes when recording bandings:

- **WTS** – for children who are working at the expected standard.
- **EXS** – for children who are working at the expected standard.
- **GDS** – for children who are working at greater depth.

	End of previous year assessment	AUTUMN	SPRING	SUMMER
Statements Highlighted				
Banding				