## STEBBING PRIMARY SCHOOL - BAND 6 WRITING ASSESSMENT

Can spell all vocabulary correctly apart from rare technical or obscure words. Can spell all vocabulary correctly apart from rare technical or obscure words. Can upen and close writing in interesting, unasual or dimunitie ways, when uperspriate.  Full stops Capital letters Commas Apostrophes Bullet points Bullet points Bullet points Inverted commas	Pupil Name	Year Group Asses	smen	t Year	 •••••	• • • • • • •	•••••				
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.  Full stops  Capital letters  Commas  Apostrophes  Bullet points  Inverted commas  Hyphens    Commas   Com		Text Types:									
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- 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							

- Children can only achieve the 'Working at Expected' banding if they have satisfied all of the KPI's in bold at least three times in three different pieces of writing.
- Once a statement has been ticked **three times**, this statement can be highlighted in the appropriate colour to show that this has been evidenced consistently.
- 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				