**Step 6 and 7 – Writing**

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| **Curriculum Statement** | **Step 6 Exploring** | **Step 6 Achieving** | **Step 6 Exceeding** | **Step 7 Exploring** | **Step 7 Achieving** | **Step 7 Exceeding** |
| Plan their writing by: identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. | I can sometimes identify the purpose and audience for a piece of writing, and I can use some ideas from other texts to help me plan my writing. | I can usually identify the purpose and audience for a piece of writing, and I can use ideas from other texts to help me plan my writing. | I can confidently identify the purpose and audience for a piece of writing, and I can use a number of ideas from other texts to help me plan my writing. | I can sometimes identify the purpose and audience for a piece of writing, and I can use ideas from a range of other texts to help me plan my writing. | I can usually identify the purpose and audience for a piece of writing, and I can use ideas from a range of other texts to help me plan my writing. | I can confidently identify the purpose and audience for a piece of writing, and I can use ideas from a wide range of other texts to help me plan my writing. |
| Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary. | I can sometimes think aloud and record my thoughts when I am planning writing, sometimes using ideas from my own reading and research. | I can usually think aloud and record my thoughts when I am planning writing, sometimes using ideas from my own reading and research. | I can confidently think aloud and record my thoughts when I am planning writing, sometimes using ideas from a range of my own reading and research. | I can, when planning, sometimes choose ideas from my own reading and research to improve the impact and effectiveness of my writing. | I can, when planning, usually choose ideas from my own reading and research to improve the impact and effectiveness of my writing. | I can, when planning, confidently choose a range of ideas from my own reading and research to improve the impact and effectiveness of my writing. |
| Plan their writing by: in writing narratives considering how authors have developed characters and settings in what pupils have read, listened to or seen. | I can sometimes use ideas from what I have read or heard to help me develop characters and settings for my own writing. | I can usually use ideas from what I have read or heard to help me develop characters and settings for my own writing. | I can confidently and imaginatively use ideas from what I have read or heard to help me develop characters and settings for my own writing. | I can sometimes adapt and combine ideas from what I have read or heard, to help me develop characters and settings for my own writing. | I can usually adapt and combine ideas from what I have read or heard, to help me develop characters and settings for my own writing. | I can confidently and imaginatively, adapt and combine ideas from what I have read or heard, to help me write lively and convincing narratives. |
| Draft and write by: using a wide range of devices to build cohesion within and across paragraphs. | I can sometimes write paragraphs that are cohesive and ordered logically. | I can usually write paragraphs that are cohesive and ordered logically. | I can confidently write paragraphs that are cohesive, ordered logically, and linked together. | I can use some different ways to link paragraphs within a piece of writing. | I can use different ways to link paragraphs within a piece of writing. | I can use a range of different ways to link paragraphs within a piece of writing. |
| Draft and write by: selecting and appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  | I can usually use the correct grammar and language in my writing, and I can sometimes explain why I have chosen these. | I can usually use the correct grammar and language in my writing, and I can explain why I have chosen these. | I can confidently use the correct grammar and language in my writing, and I can clearly explain why I have chosen these. | I can sometimes make choices in the grammar and language I use to change and improve the meaning of my writing. | I can usually make choices in the grammar and language I use to change and improve the meaning of my writing. | I can imaginatively make choices in the grammar and language I use to change and improve the meaning of my writing. |
| Draft and write by: in narratives , describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. | I can sometimes write descriptions that create atmosphere in my stories. | I can usually write descriptions that create atmosphere in my stories. | I can imaginatively write descriptions that create atmosphere in my stories, using ideas from what I have read. | I can sometimes use dialogue in my stories to reveal more about characters and develop the plot. | I can usually use dialogue in my stories to reveal more about characters and develop the plot. | I can imaginatively use dialogue in my stories to reveal more about characters and develop the plot, using what I know about formal and informal language. |
| Draft and write by: précising longer passages. | I can sometimes identify key points in a long passage, and write them in my own words. | I can usually identify key points in a long passage, and write them in my own words. | I can confidently identify key points in a long passage, and write them in my own words. | I can sometimes explain which information I have included and left out when I am researching for my own writing. | I can usually explain which information I have included and left out when I am researching for my own writing. | I can confidently explain which information I have included and left out when I am researching for my own writing, and use this to write an elegant piece. |
| Draft and write by: using firther organisational and presentational devices to structure text and to guide the reader.  | I can use bullet points to organise ideas and help the reader. | I can use questions as headings and sub-headings to help the reader, and include diagrams and charts within my writing. | I can link the closing of my non-fiction writing to its beginning. | I can use fact boxes in my non-fiction writing. | I can use a glossary in my non-fiction writing to help the reader. | I can include footnotes and references in my non-fiction writing, and create a bibliography. |
| Evaluate and edit by: assessing the effectiveness of their own and others’ writing. | I can sometimes read a piece of writing and identify strengths and areas for improvement, and feed these back to the writer. | I can usually read a piece of writing and identify strengths and areas for improvement, and feed these back to the writer. | I can read a piece of writing and identify strengths and areas for improvement, and confidently feed these back to the writer. | I can read a piece of writing and identify its impact, and identify and feedback helpful ways to improve it. | I can read a piece of writing and identify its suitability for its purpose, and identify and feedback helpful ways to improve it. | I can read a piece of writing and identify its suitability for its audience, and identify and confidently feedback helpful ways to improve it. |
| Evaluate and edit by: proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. | I can sometimes read a piece of writing and suggest ways to change the grammar, punctuation and language to improve the meaning. | I can usually read a piece of writing and suggest ways to change the grammar, punctuation and language to improve the meaning. | I can confidently read a piece of writing and suggest ways to change the grammar, punctuation and language to improve the meaning. | I can sometimes read a piece of writing and suggest ways to change the grammar, punctuation and language to improve its effects. | I can usually read a piece of writing and suggest ways to change the grammar, punctuation and language to improve its effects. | I can confidently read a piece of writing and suggest specific ways to change the grammar, punctuation and language to improve its effects. |
| Evaluate and edit by: ensuring the consistent use of tense throughout a piece of writing. | I can sometimes use the correct verb tense throughout a piece of writing. | I can usually use the correct verb tense throughout a piece of writing. | I can almost always use the correct verb tense throughout a piece of writing. | I can sometimes use changes of verb tense to create effects in my writing. | I can usually use changes of verb tense to create effects in my writing. | I can confidently use changes of verb tense to create deliberate effects in my writing. |
| Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. | I can spot subject/verb pairings that are used in speech but are not correct for writing.  | I can use the correct verb form for common group nouns, such as *the football team is happy*. | I can spot informal language used in speech and suggest changes to turn it into formal English. | I can sometimes choose whether to use formal or informal language appropriately. | I can usually choose whether to use formal or informal language appropriately. | I can deliberately choose whether to use formal or informal language, and use this to good effect in my writing. |
| Proof-read for spelling and punctuation errors. | I can spot some Step 6 mistakes in spelling and punctuation in my own and others’ writing. | I can usually spot most of the Step 6 mistakes in spelling and punctuation in my own and others’ writing. | I can confidently spot almost all Step 6 mistakes in spelling and punctuation in my own and others’ writing, and know how to correct them. | I can spot some Step 7 mistakes in spelling and punctuation in my own and others’ writing, and know how to correct them. | I can usually spot most of the Step 7 mistakes in spelling and punctuation in my own and others’ writing, and know how to correct them. | I can confidently spot all Step 7 mistakes in spelling and punctuation, and other mistakes identified from my knowledge from my own reading. |
| Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. | I can perform my own writing using volume and some movement to help make the meaning clear. | I can perform my own writing using volume and movement so that the meaning is clear. | I can confidently perform my own writing using volume and movement, making sure that the audience is following. | I can perform my writing using some different strategies to make sure that the meaning is clear and the audience is engaged. | I can perform my writing using a range of different strategies to make sure that the meaning is clear and the audience is engaged. | I can confidently perform my writing using a wide range of strategies to make sure that the meaning is clear and the audience is engaged and enjoying the performance. |