

## Target Tracker Statements – Writing Band 6

<b>Band 6 Statements for Spelling</b>	
1.	I can add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference
2.	I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter
3.	I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose
<b>4.</b>	<b>I can use dictionaries to check the spelling and meaning of words</b>
5.	I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically
6.	I can use a thesaurus with confidence

<b>Band 6 Statements for Handwriting</b>	
7.	I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
8.	I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task

<b>Band 6 Statements for Composition</b>	
<b>9.</b>	<b>I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose</b>
10.	I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary
11.	I can plan a detailed character and / or setting to have an effect in the reader and use ideas from what I have read, heard and seen in other stories, plays or films
12.	I can use grammar and vocabulary which is suited to the purpose of my writing
<b>13.</b>	<b>I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward</b>
14.	I can draft and write by accurately precisising longer passages
15.	I can use different techniques to make my writing flow and link paragraphs
<b>16.</b>	<b>I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader</b>
17.	I can give reasoned feedback on mine and others' work to improve it

18.	I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer
<b>19.</b>	<b>I can mark and edit work to have the correct tense throughout</b>
20.	I can mark and edit work to have the correct subject and verb agreement
<b>21.</b>	<b>I can read work looking for spelling errors and correct them using a dictionary</b>
22.	I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens
23.	I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear

<b>Band 6 Statements for Vocabulary, Grammar and Punctuation</b>	
<b>24.</b>	<b>I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing</b>
25.	I can understand how words are related by meaning as synonyms and antonyms
<b>26.</b>	<b>I can use the passive to affect the presentation of information in a sentence</b>
27.	I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing
28.	I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis
<b>29.</b>	<b>I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text</b>
30.	I can use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up
<b>31.</b>	<b>I can use the colon to introduce a list and use semi-colons within lists</b>
<b>32.</b>	<b>I can use bullet points to list information</b>
33.	I can use hyphens for clarity e.g. man eating shark or man-eating shark
34.	I can understand the following words: subject, object, active, passive, synonym antonym, ellipsis, hyphen, colon, semi-colon and bullet points
35.	I can use the perfect form of verbs to mark relationships of time and cause.
36.	I can use expanded noun phrases to explain complicated information simply
37.	I can use the full range of punctuation I have been taught, including colons and semi-colons to mark the boundary between independent clauses.