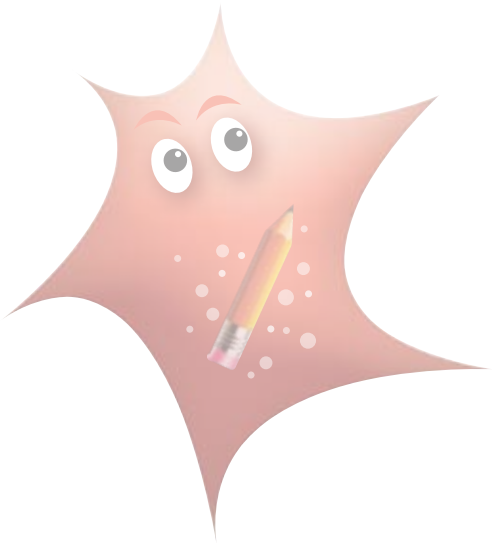
Spelling

Handwriting

Composition

Vocabulary, Grammar & Punctuation



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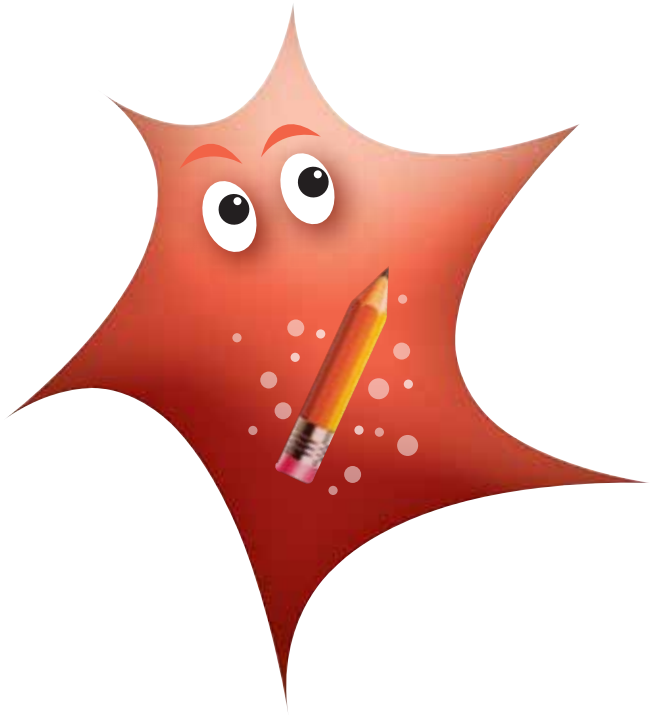
EES for schools

Steps

Band 6 - English Writing

Spelling, Handwriting, Composition,
Vocabulary, Grammar & Punctuation



Name _____

Class _____

Target Tracker

Version 1.0

EES is owned by Essex County Council

Spelling

I can add suffixes beginning with vowel letters to words ending in -fer eg. referring, preferred, referee, preference.

I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.

I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.

I can use dictionaries to check the spelling and meaning of words.

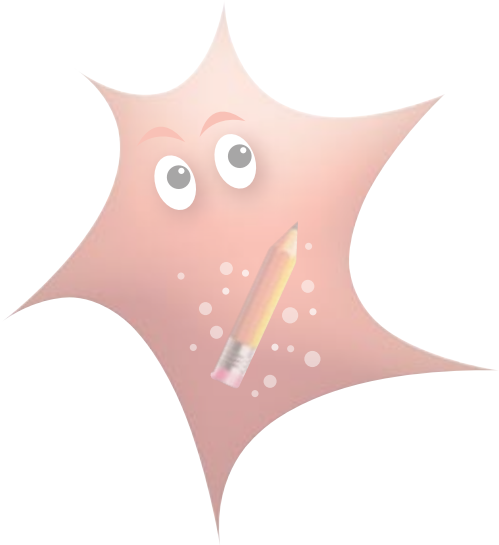
I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.

I can use a thesaurus with confidence.

Handwriting

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.

I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.



Composition

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.

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.

I can plan a detailed character and/or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films.

I can use grammar and vocabulary which is suited to the purpose of my writing.

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.

I can draft and write by accurately précising longer passages.

I can use different techniques to make my writing flow and link paragraphs.

I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.

I can give reasoned feedback on mine and others' work to improve it.

I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.

I can mark and edit work to have the correct tense throughout.

I can mark and edit work to have the correct subject and verb agreement.

I can read work looking for spelling errors and correct them using a dictionary.

I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.

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.

Vocabulary, Grammar & Punctuation

I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.

I can understand how words are related by meaning as synonyms and antonyms.

I can use the passive to affect the presentation of information in a sentence.

I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.

I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis.

I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text.

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.

I can use the colon to introduce a list and use semi-colons within lists.

I can use bullet points to list information.

I can use hyphens for clarity e.g. man eating shark or man-eating shark.

I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.