**Name** _____    **Class** _____

## Band 6 - English Writing
### Vocabulary, Grammar & Punctuation

b  >  b+  >  w  >  w+  >  (s)  >  s+

☐ **Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter.**
*I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.*

☐ Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.
*I can understand how words are related by meaning as synonyms and antonyms.*

☐ **Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).**
*I can use the passive to affect the presentation of information in a sentence.*

☐ Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.
*I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.*

☐ Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.
*I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis.*

☐ **Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.**
*I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text.*

☐ 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 semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.*

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

☐ **Use bullet points to list information.**
*I can use bullet points to list information.*

☐ Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.
*I can use hyphens for clarity e.g. man eating shark or man-eating shark.*

☐ Understand the following terminology: Subject, object. Active, passive. Synonym, antonym. Ellipsis, hyphen, colon, semi-colon, bullet points.
*I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.*