



Name:	Term	1	2	3	4	5	6
<b>WRITING: Transcription</b>							
I can spell words containing alternative digraphs (e.g. <i>kn, ps, gn, mn, wr</i> ).	1						
I can spell pairs of homophones and other easily confused words (e.g. <i>accept/except, dissent/descent/decent</i> ) and I rarely get them muddled.	2						
I can use what I know about how words are built from root words and affixes to spell and understand most words and I know that a few words are really tricky and just have to be learned.	3						
I can spell words using prefixes and suffixes and I know the rules for adding these.	4						
I can check the spelling of a word in a dictionary, using the first three or four letters.	5						
I can write quickly and neatly, forming my letters in an approved way, joining as appropriate and deciding which letters are best unjoined when they are adjacent within a word.	6						
I can decide which writing implement works best for a particular task.	7						
<b>WRITING: Composition</b>							
I can plan my writing by thinking about who it is for, why it is being written and what form it should take, and I can use a similar text as a model to help me write my own.	8						
I can use narratives I have read, listened to or seen and consider how writers build characters and settings to help me plan my own story.	9						
I can plan my writing by jotting down my own ideas and making notes from other reading and research.	10						
I can link sentences inside my paragraphs and make links between paragraphs using conjunctions, adverbials, prepositions and repeated words and phrases.	11						
I can use description to help a reader visualise a setting or understand a character and to evoke atmosphere, and I can use dialogue between characters to reveal character and move the story on.	12						
I can plan and choose particular vocabulary and grammar to give my writing the exact meaning I want to convey.	13						
I can take a longer passage, identify the key ideas and write a shorter précis of it.	14						
I can plan and write a non-fiction text that is organised using features like headings and bullet points to help the reader understand.	15						
I can work with a writing buddy to assess how effective my own and my buddy's writing is.	16						
I can evaluate and edit my work to make my meaning clearer and more effective.	17						
I can edit my writing to make sure I have controlled the verb tenses all the way through to give the effect I wanted.	18						
I can proofread my own writing for spelling and punctuation errors and make corrections as necessary.	19						
I can proofread my own writing for subject/verb agreement and to make sure it is equally formal or informal right through.	20						
I can perform my writing aloud to a group or to the whole class, using intonation and volume to hold their attention and make my meaning clear.	21						
<b>WRITING: Vocabulary, Grammar and Punctuation</b>							
I can use a thesaurus to enrich my vocabulary and add variety to my writing.	22						
I can add detail to a noun, creating expanded noun phrases to add detail and express my meaning exactly.	23						
I can expand my vocabulary and express my meaning exactly by converting nouns or adjectives into verbs using suffixes like <i>-ate, -ise</i> and <i>-ify</i> .	24						
I can adapt verbs using prefixes like <i>dis-, mis-, de-, over-</i> and <i>re-</i> to expand my vocabulary and express my meaning exactly.	25						
I can add extra information to my sentences using relative clauses beginning with <i>who, which, where, when, whose</i> or <i>that</i> , or with an omitted relative pronoun.	26						
I can use modal verbs and adverbs to write precisely about degrees of possibility (e.g. <i>might, could, should, must, possibly, probably, certainly</i> ).	27						
I can use the perfect tense to show when things happened in relation to each other (e.g. <i>She had been planning the party for weeks but when the day arrived she was too ill to go</i> ).	28						
I can use adverbials of time (e.g. <i>later, after that, at last</i> ); place (e.g. <i>nearby, at the top of the stairs</i> ); and number (e.g. <i>firstly, secondly</i> ), to help my writing make sense to the reader. I can use other devices to build cohesion (e.g. repeating a key word from the last sentence in the previous paragraph in the first sentence of the next).	29						
I can use brackets, dashes and commas to drop extra information inside my sentences and I know how to use commas to avoid ambiguity in my sentences.	30						