

	Composition	Spelling	Handwriting & Transcription	Grammar, Vocabulary & Punctuation	Spoken Language	Grammatical Terminology	
Planning	I can select the appropriate form for a particular purpose or audience and use it as a model for my own writing.	I can spell words with silent letters	Handwriting I can select a handwriting style appropriate to the task, choosing the appropriate writing implement.	Sentence I can use the passive verbs to affect the presentation of information in a sentence. (The pen was picked up by Emily. Rather than: Emily picked up the pen.)	I can listen and respond appropriately to adults and my peers	I understand and know how to use the following words when I talk about my writing: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	
	I can plan and develop my initial ideas, drawing on reading and research where necessary.	I can distinguish between homophones and other words which are often confused.			I can use question tags for informal writing, 'He's your friend, isn't he?' or the use of subjunctive forms such as 'If I were to walk in...' or 'Were they to walk in...' in formal speech or writing.		I can ask relevant questions to extend my understanding and knowledge
	I can demonstrate understanding of how authors have developed characters and setting in what I have read, listened to and seen performed.	I can show evidence of the use of morphology and etymology in spelling new, unfamiliar or words that need to be specifically learnt.			I can consistently use precise vocabulary and make correct grammatical choices, including the use of the subjunctive mood, to suit both formal and informal situations.		I can use relevant strategies to build my vocabulary
Drafting & Writing	I can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in narratives.	I can use further prefixes and suffixes		I can use the perfect form of verbs to mark relationships of time and cause (where the action has happened at an unspecified time before now e.g. Men have landed on The Moon.).	I can articulate and justify answers, arguments and opinions		
	I can make imaginative and deliberate grammar and word choices to create a specific effect.	I can use dictionaries to check spelling and meaning of words using the first 3 or 4 letters of the word.		I can use expanded noun phrases. E.g. The girl = The tall girl	I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings		
	I can write cohesively within and across paragraphs (the ending referring back to the beginning – sentences openers and time connectives etc.)	I can use a thesaurus.		I can use adverbs to indicate degrees of possibility i.e. perhaps and surely.	I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments		
	I can use more advanced organisational and presentational devices, to structure text and guide the reader, e.g. headings, bullet points and underlining.	I can consistently use precise vocabulary and make vocabulary choices to suit both formal and informal situations. (E.g. Find out = Discover, Ask for = Request, Go in = Enter)		I can use modal verbs. E.g. Can/could, may/might and will/would.	I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas		
	I can précis (summarise) longer passages.	I can use synonyms & antonyms.		I can open sentences with an adverbial phrases (Who, Which, Where, When, Whose, That or with an implied (i.e. omitted) relative pronoun), and follow them with commas.	I can speak audibly and fluently with an increasing command of Standard English		
Evaluating & Editing	I can begin to make my writing flow more effectively, with a range of devices being used to link paragraphs and sections of writing.			Text I can 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 to', or 'As a consequence of..').	I can participate in discussions, presentations, performances, role play/improvisations and debates		
	I can check for the consistent and accurate use of tenses, plurals (subject and verb agreement) and pronouns throughout.			I can use ellipsis.	I can gain, maintain and monitor the interest of the listener(s)		
	I can use the appropriate register (colloquial language and dialect) e.g. between speech and more formal writing.			I can use layout devices to structure texts (e.g. Headings, Subheadings, Columns, Bullets or Tables)	I can consider and evaluate different viewpoints, attending to and building on the contributions of others		
	I can self and peer-assess, the effectiveness of writing.			Punctuation I can use semi-colons, colons or dashes to mark boundaries between independent clauses. E.g. It's raining; I'm fed up.	I can select and use appropriate registers for effective communication		
	I can suggest changes to vocabulary, grammar and punctuation, to enhance effects and clarify meaning.			I can use colons to introduce lists.			
	I can proof read for spelling and punctuation errors.			I can use semi-colons within lists.			
				I can use bullet points to list information.			
				I can use hyphens to avoid ambiguity (e.g. man eating shark vs man-eating shark).			
				I can use brackets, dashes and commas to add extra information. (i.e. Two comma trick).			
				I can use commas and hyphens to clarify meaning or avoid ambiguity.			