



Spelling

Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.
I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.

Understand and add the suffixes -ation, -ous.
I can understand and add the suffixes -ation, -ous.

Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.
I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.

Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.
I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.

Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.
I can spell words which sound the same but have different meanings such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.

Spell more complex words that are often misspelt with reference to English Appendix 1.
I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.

Spell words with the 's' sound spelt 'sc' e.g. science, scene.
I can spell words with the 's' sound spelt 'sc' e.g. science, scene.

Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.
I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.

Use the first three or four letters of a word to check its spelling in a dictionary.
I can use the first three or four letters of a word to check its spelling in a dictionary.

Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.
I can write accurately sentences from memory, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.

Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap.

Composition

Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar.
I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, words and grammar.

Plan his/her writing by discussing and recording ideas.
I can plan my writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece, and I can redraft this work a number of times.

Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and range of sentence structures with reference to English Appendix 2.
I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.

Draft and write by organising paragraphs around a theme.
I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.

Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.
I can draft and rewrite work, that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.

Draft and write non-narrative material, using simple organisational devices.
I can organise my non-narrative writing so that it has headings and sub-headings.

Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.
I can assess my work, and that of others, and suggest improvements.

Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.
I can edit my work by changing the grammar to improve the way my work reads.

Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.
I can proof-read my writing for spelling and use of punctuation.

Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.
I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear.

Vocabulary, Grammar & Punctuation

Understand the grammatical difference between the plural and the possessive -s.
 I can explain the difference between the plural and the possessive -s.

Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.
I can use the correct form of the verb inflection e.g. we were instead of we was.

Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.
I can make my writing interesting by using adjectives and other descriptive methods.

Use fronted adverbials e.g. Later that day, I heard the bad news.
I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.

Use paragraphs to organise ideas around a theme.
I can use paragraphs to organise ideas around a theme.

Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.
I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.

Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, 'Sit down!'
I can use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!'

Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.
I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names.

Use commas after fronted adverbials.
I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.

Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial.
I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial.

