

Writing: Composition	Sept	End of Autumn Term	End of Spring Term	End of Summer Term
<u>I can plan my writing by:</u>				
<ul style="list-style-type: none"> identifying the audience and purpose of the writing, developing ideas, making notes and using research (when appropriate) 				
<u>Draft and write by:</u>				
<ul style="list-style-type: none"> using the grammar and vocabulary to create an impact on the reader 				
<ul style="list-style-type: none"> describe settings, characters and atmosphere and use dialogue effectively (in narratives) 				
<ul style="list-style-type: none"> organising my writing into paragraphs containing different information or events 				
<ul style="list-style-type: none"> using connecting adverbs and adverbials (openers) to start sentences and link paragraphs 				
<ul style="list-style-type: none"> using headings, sub headings, bullet points and underlining to organise non-fiction texts 				
<ul style="list-style-type: none"> using complex sentences with an opener followed by a comma or 2 phrases linked with a connective 				
<ul style="list-style-type: none"> adding sufficient detail to interest the reader 				
<u>Edit and improve by:</u>				
<ul style="list-style-type: none"> assessing the effectiveness of their own writing and the writing of others 				
<ul style="list-style-type: none"> changing vocabulary, grammar and punctuation to make it more effective 				
<ul style="list-style-type: none"> making sure verbs and subjects agree when using singular and plurals 				
<ul style="list-style-type: none"> distinguishing between language of speech and writing (use your 'posh voice' for writing) 				
<ul style="list-style-type: none"> proof reading for spelling and punctuation 				
<u>Vocabulary, grammar and punctuation</u>				
<ul style="list-style-type: none"> use the correct of tense consistently throughout a piece of writing 				
<ul style="list-style-type: none"> use modal verbs (<i>will, would, can, could, may, might, shall, should, must and ought</i>) effectively 				
<ul style="list-style-type: none"> use clauses starting with <i>who, which, where, when, whose or that</i> (e.g. The boy whose jumper was red) instead of using a pronoun 				
<ul style="list-style-type: none"> use passive and active verbs 				
<ul style="list-style-type: none"> use expanded noun phrases to write complicated information clearly 				
<ul style="list-style-type: none"> use brackets, dashes or commas to indicate parenthesis. 				
<ul style="list-style-type: none"> use commas to make meaning in sentences clear 				
<ul style="list-style-type: none"> use semi colons, colons or dashes between independent clauses 				
<ul style="list-style-type: none"> use colons to introduce a list and punctuate bullet points correctly 				

TOTAL				
NUMBER of targets met at 2 or 3				

Writing: Transcription	Sept	End of Autumn Term	End of Spring Term	End of Summer Term
• I can convert nouns or adjectives into verbs by adding a suffix. For example, ate, ise, ify.				
• I understand the rules for adding prefixes and suffixes.				
• I can spell words with silent letters, e.g. <i>knight, psalm, solemn</i> .				
• I can distinguish between homophones and other words which are often confused.				
• I can spell the commonly mis-spelt words from the Y5/6 word list.				
• I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary and thesaurus.				
• I can use a range of spelling strategies.				
• I can write legibly, fluently and with increasing speed.				
• I can choose the handwriting that is best suited for a specific task.				
TOTAL				
NUMBER of targets met at 2 or 3				
PERCENTAGE of targets met at 2 or 3				

Writing: Composition and Transcription	Sept	End of Autumn Term	End of Spring Term	End of Summer Term
• I can use paragraphs to structure the plot in narrative writing, showing changes in time, place and events				
• I can use changes in time and place to guide the reader through the text.				
• I can use paragraphs to organise information logically and shape a non-fiction text effectively.				
• I sustain and develop ideas within a paragraph, introducing it with a topic sentence.				
• I can close text with reference to its opening.				
• I can re-order sentences to create impact on the reader.				
• I use expanded noun phrases to add well thought out detail to writing.				
• I use punctuation to clarify meaning of sentences, for example, commas to mark phrases and clauses.				
• I use dialogue effectively and punctuate it accurately.				
TOTAL				
NUMBER of targets met at 2 or 3				
PERCENTAGE of targets met at 2 or 3				

Writing: Composition	Sept	End of Autumn Term	End of Spring Term	End of Summer Term
<u>I can plan my writing by:</u>				
• talking about writing similar to that which I am planning to write (including structure, vocabulary and grammar)				
• talking about ideas and making notes				
<u>Draft and write by:</u>				
• talking my sentences before I write them				
• creating settings, characters and plot (in narratives)				
• organising paragraphs around a theme				
• using varied and interesting vocabulary				
• using headings, sub headings to organise non-fiction texts				
• using connectives and openers				
• adding detail to interest the reader				
<u>Edit and improve by:</u>				
• assessing their own writing and the writing of others and suggesting improvements				
• changing vocabulary, grammar and punctuation to make it more effective				
• making sure verbs and subjects agree when using singular and plurals				
• proof reading for spelling and punctuation				
• reading my writing out loud to check it makes sense and the meaning is clear				
<u>Vocabulary, grammar and punctuation</u>				
• write complex sentences using conjunctions like <i>when, if, because, although</i>				
• use past or present tense consistently throughout a piece of writing				
• use conjunctions, adverbs and prepositions to show time and cause and how something happens				
• use fronted adverbials (<i>unfortunately, it was raining</i>) followed by a comma				
• write different sorts of sentences - statements, questions, exclamations and commands				
• use full stops, capital letters, exclamation marks, question marks and some commas correctly				
• use inverted commas (speech marks) to punctuate speech correctly				
• use apostrophe for possession with singular and plural nouns				
• use contractions correctly (<i>can't, isn't, don't etc</i>)				
TOTAL				
NUMBER of targets met at 2 or 3				

Writing: Transcription	Sept	End of Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none"> I can spell words with prefixes and suffixes and can add them to root words, <i>for example – ation, ous, ion, ian</i> 				
<ul style="list-style-type: none"> I can recognise and spell homophones, for example, <i>their and there, whose and who's</i> 				
<ul style="list-style-type: none"> I can use the first two or three letters of a word to check a spelling in a dictionary. 				
<ul style="list-style-type: none"> I can spell the commonly mis-spelt words from the Y3/4 word list. 				
<ul style="list-style-type: none"> I can use the diagonal and horizontal strokes that are needed to join letters. 				
<ul style="list-style-type: none"> I understand which letters should be left un-joined. 				
<ul style="list-style-type: none"> My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. 				
TOTAL				
NUMBER of targets met at 2 or 3				
PERCENTAGE of targets met at 2 or 3				