



Writing– I Can Statements

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I recognise & use the difference between vocabulary in informal speech & formal writing for effect e.g. *find out/ discover; ask for/request*

I can make notes & choose & develop relevant content ideas from my reading and research to use in my writing.

I can choose from a range of layout devices e.g. *headings, subheadings, bullets, underlining or tables* to structure a text.

I know the difference between words that are often confused e.g. *are/ our* or are misspelt from the year 6 spelling list

I understand how words can be related by meaning such as *synonyms* e.g. *mischievous, wicked, evil* or *antonyms* e.g. *good/ bad & evil / angelic*

I use a range of planning approaches independently e.g. storyboard/mountain, discussion group, post-it notes or ICT.

I can use *adverbials* to link paragraphs & ideas e.g. *furthermore, likewise, therefore, nevertheless*

I know & can explain the difference between homophones that are often confused e.g. *aloud/allowed*

I check my work to ensure I have used the correct tense throughout my writing.

I can choose effective and *ambitious vocabulary* including *expanded noun phrases* **with my reader in mind.**

I can use *ellipsis* to link ideas e.g. Flora waved to Joanna & *she* watched her drive away

I can investigate & explain the effect of a range of prefixes & suffixes

I can use informal question tags appropriately e.g. He's your friend, *isn't he?*

I can *précis* longer passages effectively.

I can create and punctuate effective complex sentences using *-ing or -ed openers.*

I can use a dictionary & thesaurus effectively

I can understand & use *passive voice* to affect the presentation of information in a sentence e.g. *I had broken the window/ The window had been broken.*

I can identify the purpose for my writing & select the appropriate form to suit the reader e.g. formal or informal letter

I can use a range of conjunctions to link ideas e.g. *although, additionally, another possibility, alternatively*

I can write legibly & fluently joining letters where appropriate.

I can use the *subjunctive* form in very formal writing e.g. *If I were* rich I would buy it for you.

I can identify & use a range of stylistic devices such as figurative language or repetition for effect.

I can identify and use semi-colons to build the boundary for independent clauses e.g. It is raining; I am fed up.

I can write in my own personal, clear & neat handwriting style.

I can use *past subjunctives* with "if" effectively e.g. *If I had known* it was yours, I *would not have eaten* that sandwich.

I can use past subjunctives in some formal writing without "if" e.g. *Had I known* it was yours I would not have eaten it

I can deviate from a linear/ chronological sequence for effect using e.g. *flash-back* or *simultaneous actions*

I can decide which handwriting standard is appropriate for a task. e.g. *personal notes / final version*

I can use the *present perfect* for actions in the past with an effect or result in the present e.g. *I've washed* my hair (that is why it is wet now)

I can self and peer assess writing suggesting changes to vocabulary, grammar & punctuation for effect.

I can link ideas across paragraphs using *adverbials* for *time, place & number* e.g. *earlier, outside, firstly*

I can decide when it is best to use pen, pencil or type according to the written task.

Vocabulary, Grammar & Punctuation

Composition-effectiveness for purpose

Composition-structure & organisation

Spelling & Handwriting