



# Writing – I Can Statements



I can plan by saying aloud what I am going to write about.

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I can use the past and present tense correctly throughout my writing.

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I can plan my work by writing down key ideas or words.

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I can use phonics to help me spell words like **head**, **power** and **found**.

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I can use conjunctions e.g. **and**, **but**, **so**, **then**, or

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I can use time words to order my ideas e.g. **while**, **as**, **before**, **after**, **then**, **next**, **suddenly**

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I can spell high frequency words and use phonics to help with the rest.

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I can make my lower case letters neat and the same size.

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I can use subordination with **when**, **if**, **but**, **because**

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I can group ideas together by writing **he**, **she**, **we**, **I**, **they**

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I can spell using apostrophes to show possession e.g. **the girl's**

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I am starting to join my letters.

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I can use progressive verb forms (**-ing**) to show actions in progress e.g. she **is running**, he **was shouting**

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I can describe things that have happened to me or to other people in stories (fiction) or biographies (non-fiction)

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I can spell common contractions e.g. **can't**, **didn't**, **I'll**

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I can write my capital letters neatly and the right size.

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I use capital letters and full stops correctly.

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I can write about real events linking my ideas together

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I know the difference between **there**, **they're** and **their**

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I can decide when letters should not be joined.

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I can write commands using **!** e.g. Shut the door!

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I can choose exciting words for poems that match what I am writing about

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I try to spell homophones correctly e.g. **see/ sea**, **to/two/too**

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I can form my letters neatly and the right size.

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I can use **?** correctly for questions

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I can use story language for a story or more suitable language for non-fiction

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I can build longer words using suffixes correctly e.g. **-ment**, **-ness**, **-ful**, **-less**, **-ly**

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I can use the correct spaces between my letters.

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I can use commas correctly in a list e.g. I like cherries, apples, bananas, and pears.

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I can read my work myself and aloud clearly to others to check for errors and sense.

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I can spell exception words correctly e.g. **because**

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I try not to use capital letters in the middle of words.

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Vocabulary, Grammar & Punctuation

Composition

Spelling

Handwriting