



Writing – I Can Statements

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I can use “a” and “an” correctly and explain why.

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I can discuss my ideas and select new vocabulary

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I can spell words using the suffix **-ous** e.g. **famous**

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I know that some words belong to families of form and meaning e.g. **solve, solution, solver, dissolve, insoluble**

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I can select, effectively use and check my use of the correct pronouns e.g. **I, he, she, they, it**

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I can discuss & write down my ideas to create a plan e.g. story-maps, text maps, boxing up text types

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I understand how to build nouns using a range of prefixes e.g. **super-, anti-, auto**

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I can write about when things happen or happened using conjunctions e.g. **when, before, after, while**

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I can read & analyse writing similar to that which I am planning and copy the style

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I can write in sections with the same ideas grouped together

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I understand how to change adjectives into adverbs using the suffix **-ly** e.g. **sadly**

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I can explain why things happen or happened using; **so, therefore, because of**

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I can choose varied words for effect that keep the reader interested e.g. **alliteration**

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I can open complex sentences using when, after, since and commas e.g. **when he handed in his homework, he forgot the last page.**

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I can spell further homophones e.g. **whose/ who’s, weather/whether**

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I can use the same tense consistently e.g. the past tense throughout my story

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I can collect and use noun phrases e.g. The **crumbly biscuit** with **tasty marshmallow pieces** melted in my mouth

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I can order events using adverbs of time e.g. **then, next, soon**

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I can identify words that are often misspelt (from our year 3 list) and correct them

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I can make some use of the present perfect form e.g. **He has gone out to play** (instead of the simple past **He went...**)

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I can include relevant description from my reading in my own writing e.g. **new adverbs, adjectives**

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I can use headings or sub-headings to organise my ideas (**non-narrative**)

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I can use the first 3 or 4 letters of a word to check its spelling and meaning in a dictionary.

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I am trying to use **... , ? !** and check my own work for errors

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I can vary how I begin my sentences using; **although, however, because**

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I can use paragraphs in my writing to show a change e.g. in setting (**narrative**)

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I can write and join my letters consistently in the same size

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I can make some use of inverted commas “ ” to punctuate speech

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I can discuss the effectiveness of my own and other’s writing and suggest improvements

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I can sequence my narrative writing with a beginning, middle and ending

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I can join my letters neatly and know which are best not joined

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Vocabulary, Grammar & Punctuation

Composition-effectiveness for purpose

Composition-structure & organisation

Spelling & Handwriting