



I understand the difference between *plural* and *possessive -s*

I can discuss & analyse writing similar to that which I am planning and learn from its style, structure and vocabulary

I can discuss & write down my ideas to create a plan e.g. *story-mountains, mind maps, flow diagrams*

I understand and can place the apostrophe in words with *irregular plurals* correctly e.g. *children's*

I can use *standard English* most of the time e.g. *we were* instead of *we was* or *I did* instead of *I done*

I can compose sentences and practice how I might write them by saying them aloud adding new more effective ideas suggested by others

I can organise my ideas around a theme using paragraphs or sections

I understand and can place the apostrophe in words with *regular plurals* correctly e.g. *girls', boys'*

I can select effective & relevant vocabulary working alone or with a partner

I can identify the purpose & change my writing to the appropriate form for the reader

I can effectively link paragraphs using *fronted adverbials* e.g. *Later that day, I heard the bad news*

I can identify words that are often misspelt ( from our year 4 word list) and correct them

I can use present perfect verbs effectively e.g. She *has downloaded* some songs

I can use effective expanded noun phrases e.g. *The strict maths teacher with curly hair*

I can use headings & subheadings, bullet points/numbers effectively

I can write from memory simple sentences my teacher has read aloud

I can use *.... , ? !* effectively and check my own work for errors

I avoid *repetition* by using a variety of nouns and pronouns e.g. *Tree, it, the plant, the conifer*

I can add relevant details using *subordination/ relative clauses* using *who/whose* or *which/that*

I can write neatly making sure that my ascenders and descenders do not touch

I can use *commas* for fronted adverbials appropriately e.g. As gently as possible, shake the test-tube

I can create effective characters including their viewpoint e.g. Peter Pan felt confused & alone

I can I can add relevant details using *subordination/ relative clauses* using *where & when*

I can join my letters neatly and consistently and know when not to join them

I can use inverted commas and commas correctly for direct speech e.g. He shouted, "Sit down!"

I can describe settings effectively using rich & relevant vocabulary

I can reflect upon the content and structure of my work adding improvements

I can space my letters equally from one another.

I can read my work aloud using intonation to help identify errors in spelling and punctuation

I can use effective adverbial phrases to make my plot interesting e.g. *Turning suddenly* he noticed...

I can sequence narratives with a beginning, middle & ending and use conclusions effectively in non-fiction

I can keep my letters equal in size throughout a piece of writing.

Vocabulary, Grammar & Punctuation

Composition- effectiveness for purpose

Composition- structure & organisation

Spelling & Handwriting