



Writing- I Can Statements



I can explain how likely something is using *adverbs* e.g. *perhaps, surely*

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

I can build effective *relative clauses* beginning with ; *who, which, where, when, whose, or that*

I know the difference between words that are often confused e.g. *where/were* or are misspelt from the year 5 spelling list.

I can explain how likely something is using *modal verbs* e.g. *might, should, will, must*

I can create my own imaginative characters & settings based upon the work of real authors.

I can build *relative clauses* where the *relative pronoun* is omitted e.g. *The prize I won was a book.*

I know the difference between *homophones* that are often confused e.g. *witch/which*

I can use tense choices effectively to join ideas in a paragraph e such as the *past perfect* e.g. He *had seen* her before.

I can develop an atmosphere in my description of a setting using a range of stylistic devices appropriately e.g. *similes or metaphors*

I am secure in my use of *layout devices* e.g. *headings, subheadings, columns, bullet points, or tables*

I can change nouns or adjectives into verbs using the *suffixes*; *-ate; -ise; -ify* e.g. *class/ classify*

I am starting to use the *active* and *passive voice* & identify the *subject/object* in a sentence. e.g. *The girl dropped a pen/ The pen was dropped by the girl.*

I am starting to use the *active* and *passive voice* to achieve intended effects in *formal reports, explanations* and *mystery narrative.*

I use a range of devices such as conjunctions to join ideas. e.g. *then, after that, this, firstly*

I can investigate verb *prefixes* and their meanings. e.g. *dis-, re-, mis-, over-*

I can identify & use *colons* to introduce a list
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I can blend action, description & dialogue to convey character & advance the action effectively in my *stories*

I can use devices such as *in the meantime, meanwhile, until then* to join paragraphs in narrative

I can spell some words with *silent* letters e.g. *Knight, psalm, solemn*

I can use brackets to show *parenthesis* (add an explanation or aside) in my writing.

I can identify the purpose for my writing and select the appropriate form to suit the reader e.g. *persuasive formal letter*

I can create and punctuate complex sentences using *-ing openers* e.g. *Sobbing uncontrollably, the girl left the room*

I can write legibly and fluently joining where appropriate

I can use dashes to include additional information/ *parenthesis* e.g. *Alex - my best friend - is coming to my house tonight.*

I can select ambitious and new word choices appropriately for my purpose using a thesaurus & my knowledge of word formation.

I can create and punctuate complex sentences using *-ed openers* e.g. *Terrified by the dragon, George fell to his knees.*

I am developing my own personal clear and neat handwriting style

I know how to use commas to include additional information/ *parenthesis* e.g. *Emma, Claire's mum, baked the cake.*

I can proof read my own work checking for example that it makes sense & tenses are consistent.

I can link ideas in an explanation or discursive text using *cohesive devices* such as *on the other hand, similarly, in contrast.*

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

I can explore how *hyphens* or *commas* can be used to avoid ambiguity e.g. *Man-eating shark / man eating shark*

I can reflect on the content of my writing and add relevant description or information.

I can link ideas across paragraphs using *adverbials* for *time, place & number* e.g. *later, nearby, secondly*

I can choose when it is appropriate to *print* or to *join* my writing e.g. *printing for labelling a scientific diagram*

Vocabulary, Grammar & Punctuation

Composition- effectiveness for purpose

Composition- structure & organisation

Spelling & Handwriting