



Writing– I Can Statements



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

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

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

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

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

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

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

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

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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.

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

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

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

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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.*

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

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

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

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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*

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

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

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

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

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

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I can write legibly and fluently joining where appropriate

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

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

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

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I am developing my own personal clear and neat handwriting style

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

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

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

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

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

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

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

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

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Vocabulary, Grammar & Punctuation

Composition- effectiveness for purpose

Composition- structure & organisation

Spelling & Handwriting