

Planning

I can look at examples of writing, discussing its **layout**, **vocabulary** and **grammar** and use them to help plan my own writing.

I can record and note ideas. **Through making notes, story maps, flow charts, 'boxing up' frames.**

I can compose and rehearse sentences orally, including **dialogue** before writing.

Reviewing and editing

I can **evaluate** my writing through discussion and make improvements through redrafting the **grammar** and **vocabulary**. **A variety of nouns/ pronouns, range of adverbs, sentence structure.**

I can use my **grammar** and **spelling** skills to check and **edit** my writing.

I can read my own writing aloud with appropriate **intonation** and **volume** to make the meaning clear.

Drafting and writing

I can write for a range of **purposes** and **audiences** across the curriculum.
A historical recount, a diary entry in RE.

I can create and describe **plots** in narratives.

I can create and describe **settings** in narratives.

I can create and describe **characters** in narratives.

I can write simple **poetry**.

I can consistently use the language features of **narrative**.

I can consistently use the language features of **non-fiction**.

I can use a range of organisation features in **fiction**.

I can use a range of organisation features in **non-fiction**. **Heading and sub heading; columns; logical sequencing.**

I can start to use **paragraphs** to group related ideas.

Grammar, vocabulary and punctuation

I can use **noun phrases** appropriately in a range of text types to clarify and add detail.
Ancient bridge, turquoise butterfly.

I can add **descriptive words** and **phrases** to my writing to interest the reader. **The ominous clouds suffocated the fading sun.**

I can use a range of **adverbs**; **next** and **prepositions**, **in**, **across**, to show how, when or where something has occurred.

I can use **similes** and **alliteration**.
As bright as the sun.

I can use a mixture of **simple** and **compound sentences** in my writing.

I can start to write **complex sentences** by using **subordinating conjunctions** correctly.

I can use the **present perfect form** of verbs. **'He has gone'** as opposed to **'he went'**.

I can consistently use features of standard English and explore when non-standard written English could be used. **Understand that dialogue can be written using non-standard features.**

I can consistently use **commas** in lists in **fiction** and **non-fiction**. **Tom was cold, wet, lonely and wanted to go home.**

I can use **inverted commas** to show **direct speech**. **'I'm terrified'** Tom whispered.

I can consistently use **apostrophes** for **contractions**. **Won't, can't, shouldn't.**

I can use **apostrophes** for **singular possession**. **Tom's football.**

Spelling

I can spell my key words.

I can spell **homophones** and words from other origins.

I can spell words using **prefixes** and **suffixes**.

I can use the first 2 letters of a word to check spellings in a dictionary.

Presentation

I can join letters.

I can write in a legible and consistent style.

