

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, flow charts, 'boxing up' frames.

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

Reviewing and editing

I can evaluate my writing through discussion and making improvements through **redrafting** the grammar and vocabulary. **Fronted adverbials; expanded noun phrases; variety of sentence structure; use of paragraphing.**

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

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

Drafting and writing

I can write for an increasing range of **purpose** and **audiences**, including across the curriculum.

I can create and develop **plots** in narratives. **Describing the cause and effect of events; providing more detail.**

I can create and develop the range of **settings** in narratives. **Describing characters' reactions to the setting.**

I can create and develop the **characters** in narratives. **Using expanded noun phrases: The terrified boy with trembling hands.**

I can write **free verse** poetry, focusing on meaning.

I can expand the use of **narrative** language features. **Power of three, fronted adverbials for cohesion.**

I can expand the use of **non-fiction** language features. **Clauses to add additional information.**

I can use **nouns** and **pronouns** to make links between sentences. **Feeling terrified, Tom peered around as he crept to the door.**

I can organise content into relevant **paragraphs** across the text.

Grammar, vocabulary and punctuation

I can carefully select **noun phrases** to add detail.

I can use **prepositional phrases** to add detail. **Under, on top of.**

I can engage the reader through the use of interesting word choices and descriptive **phrases**.

I can use **fronted adverbials** for effect. **Later that morning... Over the brow of the hill... Creeping silently...**

I can use **figurative language**.

I can use a mixture of **simple, compound** and **complex sentences**.

I can use a wider range of **conjunctions** to extend the range of complex sentences. **Although, while, however.**

I can use **past** and **present tense** accurately throughout a piece of writing.

I can control the use of standard and non-standard English. **Use non-standard English in personal accounts.**

I can use a **comma** after **fronted adverbials**. **Later during that day, After pouring the milk into the jug.**

I can use **inverted commas** and **other punctuation** accurately to indicate direct speech. **"I'm terrified," Tom whispered.**

I can use **apostrophes** to indicate **plural possession**. **The children's playground; the girls' dormitory.**

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 3 letters of a word to check spellings in a dictionary.

Presentation

I can write in a legible and consistent style, with increased quality and speed.

I can write letters with parallel down strokes and appropriate spacing.

