

# Writing



## Vocabulary, Grammar and Punctuation

I can choose words that interest the reader and write in a lively way.



I can use adverbs to change the meaning of the verbs.



I can use simple noun phrases (e.g. a lot of money; my younger brother)



*I can use commas in a list.*



*I can use apostrophes for possession.*



I can use inverted commas (speech marks) to show direct speech.



I can use a variety of fronted adverbials to add interest  
(e.g. In the middle of the park..., A week last year)



I can start a sentence with a simple time subordinate  
(e.g. When I finished dinner, after we had an ice cream)



I can use commas after simple fronted adverbials  
(e.g. Today, I feel tired).



I can use a range of past tense forms (e.g. I walked, I was walking, I had walked)



## Transcription (spelling and handwriting)

*I can spell most common exception words.*



*I can spell most contracted words e.g. couldn't.*



*I can use and spell correctly a wide range of suffixes. (e.g. -ly, -ful, -ment, -ness, -less, -tion)*



I can correctly use and spell pronouns.



I can use a range of prefixes which are spelt correctly.



*I can use diagonal and horizontal strokes to join most of my letters.*



## Composition (organisation and purpose)

*I can write for different purposes after discussion with my teacher.*



I can write at length, by creating stories with detailed character or setting description.



I can build up a sequence of events with a simple ending.



I can use sections or paragraphs to organise my work.



I can use comments, questions or actions to suggest viewpoints.



I can include key features of traditional stories.



I can use first and third person consistently.



I can select relevant content for the purpose of my writing.

