

# Writing



<b>Vocabulary, Grammar and Punctuation</b>			
<i>I can use precise and ambitious vocabulary that is lively and imaginative, and which is intended to amuse or entertain.</i>			
<i>I can use inverted commas more accurately to punctuate direct speech including some evidence of 'new speaker/new line'.</i>			
<i>I can use some variety in length, subject or structure of sentences.</i>			
I can use a range of adjectives and adverbs across fiction and non-fiction.			
I can use language appropriate to a genre.			
I can make sensible tense choices including using modals (e.g. can, will).			
I can use commas after fronted adverbials and after subordination (e.g. Later that day, I heard the bad news).			
<b>Transcription (spelling and handwriting)</b>			
<i>I can produce neat, legible, joined handwriting.</i>			
<i>I can spell many words correctly from the year 3/4 list.</i>			
<i>I can show increased ability to self-correct spelling error by proof reading; using word banks and dictionaries.</i>			
I can spell words ending in -ssion and -cian.			
I can spell prefixes (e.g. sub, super, anti and auto).			
I can spell homophones or near-homophones (e.g. medal/meddle)			
I can use possessive apostrophes with plural words (e.g. boys')			
<b>Composition (organisation and purpose)</b>			
<i>I can show main features of narrative and non-narrative structure to organise ideas and events.</i>			
<i>I can sustain writing style through longer pieces of writing and show evidence of a sustained viewpoint.</i>			
<i>I can link my beginning, middle and ending.</i>			
<i>I can include detail to add an element of humour, surprise or suspense.</i>			
I can use the main features of a text to organise ideas and events (e.g. use of dialogue in a story; use of first person for a letter; use of imperative in instructions)			
I can link sentences within paragraphs or sections.			
I can develop a character or setting by using detail, speech, feeling, descriptions or motives.			