

Writing



Vocabulary, Grammar and Punctuation			
<i>I choose grammar and vocabulary to match the exact meaning I need.</i>			
<i>I can use a range of relative clauses beginning with who, where, which, when, whose.</i>			
<i>I can include modal verbs (might, could, should) or adverbs to indicate degree of possibility (perhaps, surely, probably)</i>			
I can use precise expanded noun phrases. (e.g. the paisley patterned tie with a Windsor knot)			
<i>I use brackets, dashes and commas to indicate parenthesis.</i>			
I can use commas and dashes to clarify meaning.			
I use colons to introduce a list.			
Transcription (spelling and handwriting)			
I can correctly spell words with suffixes (-sion, -ous) and prefixes, including commonly misspelt words (disappoint, business etc)			
<i>Spell some Year 5 and 6 common exception words correctly.</i>			
I can write legibly and fluently with increasing speed.			
Composition (organisation and purpose)			
<i>I can choose the appropriate genre and use similar writing as a model.</i>			
<i>I can describe settings, character and atmosphere, including through dialogue in narratives.</i>			
I can structure my writing and guide the reader by using headings, bullet points and underlining.			
<i>I can use the passive verb form. (e.g. The mouse was being chased by the cat)</i>			
I can redraft a section of work to strengthen impact.			
I can express an opinion, attitude or position which is largely consistent.			
<i>I can link ideas across paragraphs using a range of adverbials, time (when), place (where), number and cause (how)</i>			