

|                                                                                                                                                                                                                                      |  |  |  |  |  |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|--|--|
| Name:                                                                                                                                                                                                                                |  |  |  |  |  |  |  |  |  |
| <b>The pupil can write for a range of purposes and audiences</b>                                                                                                                                                                     |  |  |  |  |  |  |  |  |  |
| <b>1. I can use the correct features of my text type.</b>                                                                                                                                                                            |  |  |  |  |  |  |  |  |  |
| <b>2. I can use the tense correctly.</b>                                                                                                                                                                                             |  |  |  |  |  |  |  |  |  |
| <b>3. I can use paragraphs to organise my text.</b>                                                                                                                                                                                  |  |  |  |  |  |  |  |  |  |
| 4. I can create the appropriate atmosphere in my writing.                                                                                                                                                                            |  |  |  |  |  |  |  |  |  |
| <b>5. I can describe my character and setting</b>                                                                                                                                                                                    |  |  |  |  |  |  |  |  |  |
| <b>6. I can select vocabulary and sentence structures that match the formality of my text type.</b>                                                                                                                                  |  |  |  |  |  |  |  |  |  |
| <b>7. I can use a range of adjectives.</b>                                                                                                                                                                                           |  |  |  |  |  |  |  |  |  |
| <b>8. I can use adverbs to add detail and clarity (e.g. quickly, slowly, daily, still, often, repeatedly etc)</b>                                                                                                                    |  |  |  |  |  |  |  |  |  |
| <b>9. I can <u>try</u> to use some linking words/phrases, including adverbials, between sentences and paragraphs. (eg. First, then, after, while, significantly, likewise, for instance etc. as well as repetition and ellipsis)</b> |  |  |  |  |  |  |  |  |  |
| 10. I can use a range of linking words/phrases, including adverbials, to join sentences and paragraphs together. (eg. First, then, after, while, significantly, likewise, for instance etc. as well as repetition and ellipsis)      |  |  |  |  |  |  |  |  |  |
| <b>11. I can use co-ordinating conjunctions (eg. and, but, or)</b>                                                                                                                                                                   |  |  |  |  |  |  |  |  |  |
| <b>12. I can use subordinating conjunctions (eg. So, after, although, because, until, since, when, despite, as a result, therefore.)</b>                                                                                             |  |  |  |  |  |  |  |  |  |
| <b>13. I can select verbs for effect.</b>                                                                                                                                                                                            |  |  |  |  |  |  |  |  |  |
| 14. I can use passive verbs. (The Spanish team were <u>beaten</u> by France. Or... The sweets were <u>eaten</u> by the children.)                                                                                                    |  |  |  |  |  |  |  |  |  |
| 15. I can use modal verbs. (eg. Can, could, should, would)                                                                                                                                                                           |  |  |  |  |  |  |  |  |  |
| 16. I can use single clause sentences for effect. (short and snappy sentences)                                                                                                                                                       |  |  |  |  |  |  |  |  |  |
| <b>17. I can use relative clauses within my sentences starting with who, which, where, when, whose and that) (My mum, <u>who is lovely</u>, cooked dinner for me.)</b>                                                               |  |  |  |  |  |  |  |  |  |
| <b>18. I can use multi-clause sentences. (A sentence with 2 or more clauses eg. A subordinate clause opener, 2 clauses joined by a conjunction etc.)</b>                                                                             |  |  |  |  |  |  |  |  |  |
| 19. I can use preposition phrases to add detail and clarity. (under, over, near, next, around etc.)                                                                                                                                  |  |  |  |  |  |  |  |  |  |
| <b>20. I can use expanded noun phrases to add detail and clarity. (eg. A state-of-the-art computer or a spotty, black alien with a pointy nose.)</b>                                                                                 |  |  |  |  |  |  |  |  |  |
| <b>21. I can use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction and possession.</b>                                                                                |  |  |  |  |  |  |  |  |  |
| 22. I can use inverted commas, commas for clarity and brackets, dashes and commas for parenthesis. I mostly get these correct.                                                                                                       |  |  |  |  |  |  |  |  |  |
| 23. I can <u>try</u> to use hyphens, although not always correct.                                                                                                                                                                    |  |  |  |  |  |  |  |  |  |
| 24. I can <u>try</u> to use dashes, colons and semi colons to separate clauses.                                                                                                                                                      |  |  |  |  |  |  |  |  |  |
| 25. I can <u>try</u> to use colons and semi-colons in a list.                                                                                                                                                                        |  |  |  |  |  |  |  |  |  |
| <b>26. I can spell most words correctly, including common exception words from years 3 and 4.</b>                                                                                                                                    |  |  |  |  |  |  |  |  |  |
| 27. I can spell most words correctly, including common exception words from years 5 and 6.                                                                                                                                           |  |  |  |  |  |  |  |  |  |
| 28. I can use neat, joined handwriting.                                                                                                                                                                                              |  |  |  |  |  |  |  |  |  |
| 29. I can manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures                                                                                                |  |  |  |  |  |  |  |  |  |
| 30. I can select verb forms for meaning and effect                                                                                                                                                                                   |  |  |  |  |  |  |  |  |  |
| 31. I can use the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.                                                              |  |  |  |  |  |  |  |  |  |

Yellow statements refer to **working towards** the expected standard.