








	Purposeful	Organised	Grammar Giant	Word Wonder	Handwriting Hero	Spelling
Greater Depth	<p>P16 I can confidently and consistently use the main features of a range of text types.</p> <p>P13 In my writing, characterisation is evident, through direct and reported speech. <i>He told me to shove off.</i></p> <p>P12 I can address the reader. <i>Imagine 3 examples. Non-fiction: Have you ever heard of...?</i></p>	<p>O20 I can link sentences within a paragraph. <i>Secondly, in addition, furthermore.</i></p> <p>O19 I can adapt my sentence structure to the text type. <i>Narrative – Imagine 3 examples.</i> <i>Newspaper – Some;others</i></p>	<p>G28 I can use a colon to introduce a list and semi-colon within a list.</p>	<p>W19 I can use a range of similes, personification and metaphors to deliberately affect the reader.</p> <p>W17 My vocabulary choices are more thoughtful. <i>Using a thesaurus to extend the range of words used.</i></p>		
Expected	<p>P11 I can show how a character looks, reacts, talks or behaves, rather than telling the reader. <i>She slumped out of the room, shuffling her feet and chin to her chest.</i></p>  <p>P10 I can consider the needs of the reader and provide background information in my writing. <i>The Tudors were a Royal family who governed England during the 1400s-1600s.</i></p> <p>P9 I can use the main features of a range of text types.</p> 	<p>O18 I can use a range of sentence openers and fronted adverbials – judging the impact or effect needed. <i>Overjoyed, she threw herself around her new puppy.</i></p> <p>O17 My paragraphs open with topic sentences.</p> <p>O16 In non-fiction, I can write a clear introduction followed by logical points, with sub-headings, drawing to a defined conclusion, bullet points, captions.</p> <p>O15 I can vary my sentence length and structure confidently. <i>Use ed-ing-ly and exciting sentence structures throughout when necessary.</i></p> 	<p>G22 I can use a widening range of conjunctions, adverbs and prepositions to express time and cause.</p> <p>G31 I can use commas to clarify meaning or avoid ambiguity. <i>A panda eats shoot and leaves.</i></p> <p>G30 I can use relative/embedded clauses beginning with; who, which, where, when, whose and that.</p> <p>G29 I can ensure the consistent and correct use of tense throughout a piece of writing <b>including the present perfect form</b>. <b>Tenses:</b> <i>past tense for a story, present tense for dialogue; Impact: 'Today the racoon is safe, but who knows what tomorrow will bring?'</i> <b>Verb Forms:</b> <i>bite, bit, bitten, bites, biting.</i></p> <p>G27 I can extend the range of sentences with more than one clause by using a wider range of conjunctions, <i>including 'once', 'since', 'until', 'whereas', 'rather than' and 'even though'</i></p> <p>G26 I can write in Standard English forms for verb inflections. <i>We were instead of we was.</i></p> <p>G25 I can use and punctuate direct speech. <i>"What," asked James, "are you doing?"</i></p> <p>G24 I can use commas after my fronted adverbials. <i>Later that day, I heard the bad news.</i></p> <p>G23 I can choose appropriate nouns and pronouns. <i>Avoiding repetition by changing the subject of a paragraph: Jim walked down the street. He jumped up on the wall. Then the little boy tiptoed his way to school.</i></p> <p>G22 I can proof-read to check for errors in spelling, grammar and punctuation.</p>	<p>W18 I can choose words for deliberate effect on the reader. <i>Scientists have discovered that the salt in sea water can engulf and infect your eyes, making them bulge and itch.</i></p> <p>W16 I can use simple metaphors. <i>The mountain of a teacher loomed over the children.</i></p>  <p>W15 I can include details to add interest, to persuade ('obviously') or to direct (imperative verb)</p> <p>W14 I can choose words and phrases that both engage the reader and support the purpose. <i>Shadows from the forest stretched out like bony fingers all around me.</i></p>	<p>H16 I can increase the legibility, consistency and quality of own handwriting by ensuring that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</p> <p>H15 I can choose which shape of a letter to use when given choices and decide whether or not to join specific letters. <i>Final handwritten version, writing notes, labelling a diagram, capital letters for filling in a form.</i></p> <p>H14 My handwriting is increasingly legible and consistent.</p>  <p>H13 I can use the diagonal and horizontal strokes that are needed to join letters and I understand which letters, when adjacent to one another, are best left un-joined.</p>	<p>S18 I can use a widening range of prefixes and suffixes for the same sound and understand how to add them.</p> <p>S17 I can spell homophones, identifying the different spellings.</p> <p>S16 I can spell words that are often misspelt and explain why this happens.</p> <p>S15 I can place the possessive apostrophe accurately in words with regular plurals <i>e.g. girls', boys'</i> and in words with irregular plurals <i>e.g. children's</i></p> <p>S14 I can use the knowledge of alphabetical order to check the spelling of a word in a dictionary.</p> <p>S13 I can write from memory simple sentences, dictated by the teacher or peers, that include words from the year 3 and 4 spelling lists.</p>

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