



	Purposeful	Organised	Grammar Giant	Word Wonder	Handwriting Hero	Spelling
Greater Depth	<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>O17 My paragraphs open with topic sentences.</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>G29 I can ensure the consistent and correct use of tense throughout a piece of writing including the present perfect form. <i>Tenses: past tense for a story, present tense for dialogue; Impact: 'Today the racoon is safe, but who knows what tomorrow will bring?' Verb Forms: 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, including 'once', 'since', 'until', 'whereas', 'rather than' and 'even though'</p> <p>G26 I can write in Standard English forms for verb inflections. <i>We were instead of we was.</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>H14 My handwriting is increasingly legible and consistent.</p> 	
Expected	<p>P8 Some evidence of viewpoint/narrator is established. <i>I think it's good to exercise a lot; John felt that dad was cruel to the dog.</i></p>  <p>P7 I can include details to add an element of humour, surprise or suspense. <i>Jenny flew down the stairs excitedly, missing every single step and landing with a happy bump; Behind the door, I saw the figure emerge. I couldn't believe who it was. No. Not him.</i></p>	<p>O16 In non-fiction, I can write a clear introduction followed by logical points, with sub-headings, drawing to a defined conclusion.</p> <p>O14 I can use paragraphing in narrative for a new location in a story.</p>  <p>O13 I can vary my sentence structure by using different openers. <i>ed-ing-ly</i></p>  <p>O12 I can group similar information together in paragraphs in non-fiction writing. <i>The Ancient Greeks invented the Olympic Games. Only men could take part. The competition included javelin and discus.</i></p> <p>O11 I can use headings and sub-headings.</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 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>G21 I can write in complex sentences to clarify relationships in time and place. <i>Meanwhile, during, while, until and following.</i></p> <p>G20 I can use a wider range of conjunctions. <i>When, then, if, yet, because although while so and however.</i></p>  <p>G19 I can confidently write in the 1st, 2nd and 3rd person.</p> <p>G18 using co-ordination (or / and / but) and some subordination (when / if / that / because)</p> <p>G17 I can use prepositions correctly <i>Before, after, during, in, because of.</i></p> <p>G16 I can use <i>a</i> and <i>an</i> correctly. <i>a rock, an open box</i></p> <p>G15 I can proof-read to check for errors in spelling, grammar and punctuation.</p> <p>G11 I can use apostrophes in both ways e.g. for contraction and possession: <i>I couldn't see it; The girl's coat.</i></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>W13 I can use personification to describe weather. <i>The trees were waving at the passers by.</i></p> <p>W12 My vocabulary is interesting and appropriate. <i>Adding adjectives, adverbs and powerful verbs. 'The wind howled through the leafless trees.'</i></p>  <p>W11 I can modify nouns by one or more precise adjectives. <i>A loud, wailing sound.</i></p> <p>W10 I can use detail to clarify information. <i>The most distant tree seemed to have a life of its own.</i></p>  <p>W9 I can use onomatopoeia. <i>Thud! He landed painfully.</i></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>H12 Downstrokes of letters are parallel and equidistant.</p>  <p>H11 Lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</p> <p>H10 I use some diagonal and horizontal strokes to join letters IN MOST OF MY WRITING.</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> <p>S12 I can spell ALL of the year 2 common exception words.</p> <p>S11 I can spell MOST words with contracted forms.</p> <p>S10 I can add suffixes to spell MOST words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly</p>