



	Purposeful	Organised	Grammar Giant	Word Wonder	Handwriting Hero	Spelling
Greater Depth	<p>P23 I can use controlling techniques for a specific purpose, sustained throughout a piece of text.</p>  <p>P22 I can establish a convincing, individual voice or point of view and mostly sustain this.</p> <p>P21 I can construct paragraphs that support meaning and purpose.</p>	<p>O33 I can demonstrate a range of techniques to signal overall direction of the text for the reader. Precisely chosen adverbials, deliberate repetition, consistent and correct choice of tense sustained.</p> <p>O32 I can re-draft fully a piece of written work to make improvements.</p> <p>O31 I am beginning to vary structure and length of paragraphs for effect on the reader. One word paragraphs.</p> <p>O30 I can write sentences which have more than one sub-clause to establish meaning. The snake, with its leathery hide, slithered through the darkness of the classroom, its eyes piercing the darkness.</p>	<p>G40 I can use colons, semi-colons and dashes to indicate independent clauses, choosing which to use within a given text type. Dashes for informal diary entries/Semi-colons for essays.</p> <p>G38 I can write in both formal and informal styles changing grammar and vocabulary as appropriate. It seemed that someone in the school had the audacity to steal the head-teacher's most treasured possession. "It weren't me, Miss!"</p>			
Expected	<p>P20 Character development helps to move the story forward. For once in his life, he would do it: he would make that brave decision.</p>  <p>P19 My writing is well constructed and shows a secure grasp of the chosen genre.</p> <p>P18 My writing is well paced.</p>  <p>P17 I can use setting and weather as a 'sympathetic background' to the characters' situations. Thunderstorm for the dangerous parts with the sun coming out when all is well.</p>	<p>O29 I can link ideas across paragraphs using cohesive devices such as repeating a word or ellipses.</p> <p>O28 I can make links between paragraphs in non-fiction writing. As mentioned previously, on the other hand, in contrast, as a consequence.</p> <p>O27 In non-fiction writing, my paragraphs will have an introductory sentence, followed by approximately 3 points. Each of these may involve 2 or more sentences, the use of examples and connectives to guide the reader.</p> <p>O25 I can use subordinate and embedded clauses to write varied sentences. The dog, whose name was Bruce, stole the sausage. Feeling like a ballet dancer, I glided across the room.</p> <p>O24 I can organise text using headings, sub-headings, columns, bullets and tables.</p> <p>O23 In narrative, I can use references to the start of the story to signal a change at the end of the story.</p>	<p>G42 I can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.</p> <p>G41 I can consistently use a full range of accurate punctuation in a variety of sentence structures. . ? ! ... ' " " : ; () – (commas to mark clauses) and apostrophes for contractions and possession.</p> <p>G39 I can use co-ordinating and subordinating conjunctions in my writing.</p> <p>G37 I can use passive verbs to affect the presentation of information in a sentence. The children are to be taken to the coach forthwith.</p> <p>G36 I can use brackets, dashes or commas to indicate parenthesis. Do not dip your bread (or roll) in the soup.</p> <p>G35 I can use hyphens to avoid ambiguity. Re-cover and recover</p> <p>G34 I can use modal verbs to illustrate possibilities. He could have gone to the fair, had he saved up enough pocket money.</p> <p>G33 I can use semi-colons, colons or dashes to mark boundaries between independent clauses. It's raining; I'm fed up.</p> <p>G32 I can proof-read to check for errors in spelling, grammar and punctuation.</p>	<p>W24 I can use word choices that are well matched to purpose and audience including verbs e.g. hobbled rather than walked.</p> <p>W23 I can use effective, original similes, personification and metaphors to deliberately affect the reader.</p> <p>W22 I can recognise how changing the word choice can change the meaning of the writing and write concisely. The use of synonyms and antonyms. Using the right word for that particular illustration: The tall boy...the gangly boy...the delicate boy...</p>  <p>W21 I can use vocabulary that is varied, imaginative and appropriate, including the use of technical and specific words. Including the use of a dictionary/thesaurus to check meaning.</p> <p>W20 I can make assertive use of the characteristic language of the chosen text type. Narrative/Persuasive word choices maintained throughout.</p>	<p>H18 I can maintain legible, joined and fluent handwriting when writing at speed for a sustained period of time.</p> <p>H17 I can write legibly, fluently, joined and with increasing speed.</p> 	<p>S24 I can place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's</p> <p>S23 I can spell MOST words correctly (year 5 and 6)</p> <p>S22. I can spell ALL words correctly from the year 3 and 4 spelling lists.</p> <p>S19 I can write from memory simple sentences, dictated by the teacher or peers, that include words from the year 5 and 6 spelling lists</p> <p>S17 I can spell homophones, identifying the different spellings.</p>