

| Name: | | Met | Met | Achieved |
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| SPELLING | | | | |
| 1 | I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-. | | | |
| 2 | I can understand and add the suffixes -ation, -ous. | | | |
| 3 | I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician. | | | |
| 4 | I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique. | | | |
| 5 | I can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's. | | | |
| 6 | I can spell more complex words that are often misspelt e.g. caught, occasionally, interest. | | | |
| 7 | I can spell words with the 's' sound spelt 'sc' e.g. science, scene. | | | |
| 8 | I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's. | | | |
| 9 | I can use the first three or four letters of a word to check its spelling in a dictionary. | | | |
| 10 | I can accurately write sentences from memory, dictated by the teacher, that include words and punctuation taught so far. | | | |
| HANDWRITING | | | | |
| 11 | I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined. | | | |
| 12 | I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap. | | | |
| COMPOSITION | | | | |
| 13 | I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, words and grammar. | | | |
| 14 | I can plan my writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece, and I can redraft this work a number of times. | | | |
| 15 | I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can. | | | |
| 16 | <i>I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.</i> | | | |
| 17 | <i>I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary, and I can adapt my work</i> | | | |

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| | <i>depending on the audience.</i> | | | |
| 18 | I can organise my non-narrative writing so that it has headings and sub-headings. | | | |
| 19 | I can assess my work, and that of others, and suggest improvements. | | | |
| 20 | I can edit my work by changing the grammar to improve the way my work reads. | | | |
| 21 | <i>I can proof-read my writing for spelling and use of punctuation.</i> | | | |
| 22 | I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear. | | | |
| VOCABULARY, GRAMMAR & PUNCTUATION | | | | |
| 23 | I can explain the difference between the plural and the possessive -s. | | | |
| 24 | <i>I can use the correct form of the verb inflection e.g. we were instead of we was.</i> | | | |
| 25 | I can make my writing interesting by using adjectives and other descriptive methods. | | | |
| 26 | <i>I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.</i> | | | |
| 27 | I can use paragraphs to organise ideas around a theme. | | | |
| 28 | <i>I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.</i> | | | |
| 29 | <i>I can use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!'.</i> | | | |
| 30 | I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names. | | | |
| 31 | I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news. I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news. | | | |
| 32 | I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial. | | | |