

Name:		Met	Met	Achieved
<b>SPELLING</b>				
1	I can add suffixes beginning with vowel letters to words ending in -fer eg. referring, preferred, referee, preference.			
2	I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.			
3	I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.			
4	<b><i>I can use dictionaries to check the spelling and meaning of words.</i></b>			
5	I can spell most words correctly including words that are often misspelt.			
6	I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.			
7	I can use a thesaurus with confidence.			
<b>HANDWRITING</b>				
8	I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.			
9	I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.			
<b>COMPOSITION</b>				
10	<b><i>I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose.</i></b>			
11	I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary.			
12	I can plan a detailed character and/or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films.			
13	I can use grammar and vocabulary which is suited to the purpose of my writing.			
14	<b><i>I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward.</i></b>			
15	I can draft and write by accurately précising longer passages.			
16	I can use different techniques to make my writing flow and link paragraphs.			
17	<b><i>I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.</i></b>			
18	I can give reasoned feedback on mine and others' work to improve it.			
19	I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.			
20	<b><i>I can mark and edit work to have the correct tense throughout.</i></b>			
21	I can mark and edit work to have the correct subject and verb agreement.			
22	<b><i>I can read work looking for spelling errors and correct them using a dictionary.</i></b>			
23	I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.			
24	I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.			

## VOCABULARY, GRAMMAR & PUNCTUATION

<b>25</b>	<i>I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.</i>			
<b>26</b>	I can understand how words are related by meaning as synonyms and antonyms.			
<b>27</b>	<i>I can use the passive to affect the presentation of information in a sentence.</i>			
<b>28</b>	I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.			
<b>29</b>	I can link ideas across paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipsis.			
<b>30</b>	<i>I can use layout devices such as headings, subheadings, columns, bullets, or tables, to structure text.</i>			
<b>31</b>	I can use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.			
<b>32</b>	<i>I can use the colon to introduce a list and use semi-colons within lists.</i>			
<b>33</b>	<i>I can use bullet points to list information.</i>			
<b>34</b>	I can use hyphens for clarity e.g. man eating shark or man-eating shark.			
<b>35</b>	I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.			
<b>36</b>	I can use the perfect form of verbs to mark relationships of time and cause.			
<b>37</b>	I can use expanded noun phrases to explain complicated information simply.			
<b>38</b>	I can use the full range of punctuation I have been taught, including colons and semi-colons to mark the boundary between independent clauses.			

Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
<p>The pupil can write for a range of purposes and audiences:</p> <ul style="list-style-type: none"> <li>• using paragraphs to organise ideas</li> <li>• describing settings and characters</li> <li>• using some cohesive devices* within and across sentences and paragraphs</li> <li>• using different verb forms mostly accurately</li> <li>• using co-ordinating and subordinating conjunctions</li> <li>• using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly</li> <li>• spelling most words correctly* (years 3 and 4)</li> <li>• spelling some words correctly* (years 5 and 6)</li> <li>• producing legible joined handwriting.</li> </ul>	<p>The pupil can write for a range of purposes and audiences (including writing a short story):</p> <ul style="list-style-type: none"> <li>• creating atmosphere, and integrating dialogue to convey character and advance the action</li> <li>• selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</li> <li>• using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs</li> <li>• using passive and modal verbs mostly appropriately</li> <li>• using a wide range of clause structures, sometimes varying their position within the sentence</li> <li>• using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</li> <li>• using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens</li> <li>• spelling most words correctly* (years 5 and 6)</li> <li>• maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</li> </ul>	<p>The pupil can write for a range of purposes and audiences:</p> <ul style="list-style-type: none"> <li>• managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures</li> <li>• selecting verb forms for meaning and effect</li> <li>• using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.</li> </ul> <p>[No additional requirements for spelling or handwriting.]</p>