



Writing Steps to Success 4

My next steps:

I can use conjunctions, adverbs and prepositions to express time and cause.

I use an increasing range of sentence structures.

I can compose and rehearse sentences orally.

I can use fronted adverbials.

I can use noun phrases modified by prepositional phrases.

I can use appropriate pronouns or nouns to avoid repetition.

I can use noun phrases expanded by modifying nouns.

I can use noun phrases expanded by adjectives.

I can use standard English instead of local verb forms.

I can proofread for punctuation errors.

I can use commas after fronted adverbials.

I can use apostrophes to mark plural possession.

I can use a comma after the reporting clause in direct speech.

I can use inverted commas to indicate direct speech.

I can use full stops, commas, question marks and exclamation marks to accurately demarcate sentences.

I can use simple organisational devices – headings and sub-headings.

I can use paragraphs to organise ideas around a theme.

I can organise information based on notes from several sources.

I can use paragraphs to organise and sequence ideas.

I can discuss the grammar, vocabulary and structure of other writing which is similar to my own.

I can discuss and record ideas.

I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns.

I can assess the effectiveness of my and others' writing and suggest improvements.

I can sequence events clearly using conjunctions and adverbials.

I can draft and write a narrative, setting, characters and plot.

I can increase the legibility, consistency and quality of my handwriting.

I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

I choose nouns and pronouns appropriately.

I understand the words – determiner, pronoun, possessive pronoun, adverbial.

I use a wider range of conjunctions – when, if, because, although.

I build a rich and varied vocabulary.

I understand what a conjunction and preposition is.

I understand what a noun phrase is.

I understand what a fronted adverbial is.

I understand what a homophone is.

I understand what a prefix and suffix is.

I can write, from memory, sentences dictated by the teacher.

I can use the first 3 letters of a word to check its spelling in a dictionary.

I can learn new ways of spelling phonemes for which one or more spellings are known – see spelling for year 4.

I can spell further homophones.

I can use suffixes (-ation and -ous).

I can use prefixes (-in, -il, -im, -ir, -inter and anti).

I can spell words that are often misspelt (words from the year 4 word list).

I can proofread and edit for spelling errors.

Sentence structure

Punctuation

Text organisation

Effect on audience

Handwriting

Spelling

Vocabulary

