



# Writing

## Steps to Success

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#### My next steps:

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I can use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.

I can use modal verbs or adverbs to indicate degrees of possibility.

I can use expanded noun phrases to convey complicated information concisely

I can use the perfect form of verbs to mark relationships of time and cause.

I can use passive verbs to affect the presentation of information in a sentence.

I can recognize vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

I can punctuate bullet points consistently.

I can use a colon to introduce a list

I can use semi-colons, colons or dashes to mark boundaries between independent clauses

I can use brackets, dashes or commas to indicate parenthesis

I can use hyphens to avoid ambiguity

I can use commas to clarify meaning or avoid ambiguity in writing.

I can proof-read for punctuation errors

I can ensure correct subject verb and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

I can ensure the consistent and correct use of tense throughout a piece of writing.

I can propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.

I can use further organizational and presentational devices to structure a text and to guide the reader.

I can use a wider range of devices to build cohesion within and across paragraphs

I can write precise longer passages.

I can write in narratives, considering how authors have developed characters and settings

I can note and develop initial ideas, drawing on reading and research where necessary.

I can assess the effectiveness of my own and others writing.

In narratives, I can describe settings, characters and atmosphere and integrating dialogue to convey character and advance action.

I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

I can plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.

I can choose the writing implement that is best suited to the task.

I can choose which shape of a letter to use when given choices and decided whether or not to join specific letters.

I can write legibly, fluently and with increasing speed.

I can proof-read for spelling errors.

I can use a thesaurus.

I can use the first 3 letters of a word to check spelling, meaning or both of these in a dictionary.

I can use a dictionary to check the meaning and spelling of words.

I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically

I can continue to distinguish between homophones and other words which are often confused.

I can spell some words with silent letters

I can use further prefixes and suffixes and understand the guidance for adding them

I understand prefixes and suffixes

I understand homophones

I understand morphology and etymology

I understand hyphens

I understand brackets

I understand colons, semi-colons and dashes

I understand relative pronouns

I understand relative clauses

I understand modal verbs

I understand expanded noun phrases

I understand perfect form of verbs

I understand passive verbs

I understand subjunctive form

**Sentence structure**

**Punctuation**

**Text organisation**

**Effect on audience**

**Handwriting**

**Spelling**

**Vocabulary**