

My next steps:

I can use sentences with different forms

I can use features of written Standard English to turn adjectives into adverbs.

I can use coordination – or, and, but

I can use subordination – when, if, that, because.

I can use present and past tenses correctly and consistently, including the progressive form.

I can use expanded noun phrases.

I can write a question.

I can write a command, statement, question, exclamation.

Sentence structure

I can use apostrophes for contracted forms and the possessive.

I can use commas for lists.

I can use exclamation marks and question marks

I can use capital letters and full stops.

Punctuation

I can re-read my work to ensure it makes sense and that verbs are used correctly.

I can proof-read my work to check for errors in spelling, grammar and punctuation.

I can make additions, revisions and corrections by evaluating with my teacher and friends.

I write sentence by sentence.

I can write down key words and vocabulary.

I can say out loud what I am going to write.

Text organisation

I can write for different purposes.

I can write narratives about experiences of others (real and fictional).

I can write narratives about personal experiences (real and fictional).

I can write poetry.

I can read aloud what I have written with intonation to make the meaning clear.

Effect on audience

I have a positive attitude and stamina for writing.

I can use spacing between words that reflects the size of the letters.

I can write capital letters and digits of the correct relationship to one another and to lower case letters.

I can write capital letters and digits of the correct orientation.

I can write capital letters and digits of the correct size.

I can understand which letters are best left unjoined.

I can use some of the diagonal strokes needed to join letters.

I can form lower-case letters of the correct size relevant to one another.

Handwriting

I can accurately add – ed, -er, -est, -ing.

I can add suffixes to spell longer words, including –ment, -ful, -ness, -less, -ly.

I can distinguish between homophones and near-homophones.

I can use the possessive apostrophe.

I can spell words with contracted forms.

I can spell common exception words.

I can learn some words with each spelling.

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

I can spell by segmenting words into phonemes and represent these with graphemes.

Spelling

Writing Steps to Success 2

I understand and use grammatical terminology to discuss my writing – noun, noun-phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma.

Vocabulary

