



PROGRESS IN WRITING

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			I can use the present perfect form of verbs in the past tense.									I can use some subordinating conjunctions e.g. <i>if, when, because.</i>											
			I can use commas after fronted adverbials.									I can vary my sentences in length, structure and subject									I can organise paragraphs around a theme creating settings, characters and plot.		
												I can share my views with the reader.									I can use simple organisational devices to organise my non-narrative writing.		
I can use the first 2 or 3 letters of a word to check its spelling in a dictionary.			I can use fronted adverbials.			I can explain a <i>subordinate clause</i> .						I can select relevant ideas and content.			I can propose changes to the grammar and vocabulary of my writing to improve it.			I can space my lines of writing so that ascenders and descenders do not touch.					
I can use further prefixes and suffixes and understand how to add them.			I can use a variety of conjunctions including <i>when, however</i> and <i>although</i>			I can explain a <i>clause</i> .						I can choose vocabulary for effect or to show the occasion I am writing for.			I can evaluate and edit my work and that of my peers by assessing its effectiveness and suggesting improvements.			I am able to make the downstrokes of letters parallel and equidistant					
I can spell words that are often misspelt			I can use and punctuate direct speech (including punctuation within and surrounding inverted commas).			I can explain <i>adverb, preposition</i> and <i>conjunction</i> .			I can write simple sentences, dictated by the teacher, in neatly joined handwriting, at a good pace.			I can show awareness of the reader.			I can proof read for spelling and punctuation errors.			I can use neat, joined handwriting in all of my writing.					
I can use my spellings in all areas of my writing.			I can choose the appropriate pronoun or noun to improve the flow of my writing.			I can explain <i>determiner</i> .			I can write simple sentences, dictated by the teacher, in neatly joined handwriting.			I can clearly show the main features of the style I am writing in.			I can follow my plan when I am writing.			I take pride in my work.					
I can recall my spellings accurately.			I can place the possessive apostrophe accurately in words with regular and irregular plurals.			I can explain <i>adverbial</i> .			I can write simple sentences, dictated by the teacher, from memory, punctuating and spelling words taught correctly.			I can write in a style that is appropriate to task.			I can discuss and record my ideas within a given structure.			I can read my writing aloud to any audience using appropriate volume, expression and tone so that the meaning is clear.					
Spelling			Punctuation And Grammar			Terminology			Transcription			Writing for a purpose			Planning, drafting and editing			Handwriting, organisation and presentation					