

Writing Statements – to be seen in independent work					
Text structure and organisation (inc. layout and paragraphing)					
I can write in a range of styles and genres confidently and independently					
I organise my work to help the reader, e.g. captions, headings, bullet points, sub-headings					
I use paragraphs to organise the content of my work, which are sequenced logically					
I can plan my writing by discussing examples from other writers that I like, looking at their sentence structure, vocabulary and grammar					
I can write in a lively and coherent style					
I can move my writing forward by including characterisation, dialogue with the audience etc.					
Composition (inc. audience, viewpoint, tense, vocab, composition)					
I can select from a range of known adventurous vocabulary for a purpose					
I include background or contextual information where necessary					
My writing is carefully considered (use of simple explanations, opinion and justification)					
I use the correct tense in my work consistently					
I use nouns and pronouns accurately to add variety, avoid repetition and provide clarity					
I advise the reader assertively in factual writing (e.g. ‘An important thing to think about before deciding...’, ‘We always need to think about...’)					
I can draft and rewrite work that create settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.					
I can read my work to the class with confidence and make sure it sounds interesting, controlling volume and tone so that is meaning is clear					
Sentence construction (inc. sentence types and conjunctions)					
I can use links to show time and cause					
I can use sophisticated connectives (e.g. although, however, nevertheless, despite, contrary to, as well as etc.)					
I can open sentences in a wide range of ways for interest and impact – fronted adverbials, ly words, ing words and connectives					
I am starting to use subordinate clauses					
Grammar and punctuation					
My work shows I can use at least 3 of the following accurately full stop and capital letter, question mark, exclamation mark, apostrophe for possession and omission and commas accurately					
I attempt grammatically complex structures (e.g. expansion before or after the noun “The little, old man, who lived on the hill..’; ‘...by the lady who taught me the guitar,...’)					
I can use apostrophes accurately for omission and possession					
Where I have used direct speech, it is used accurately (comma before, capital letter and inverted commas)					
I can use commas after a fronted adverbial					
Spelling					
I can spell unfamiliar regular polysyllabic words from the Year 4 spellings					
Handwriting					
I can write neatly, legibly and accurately.					
I usually maintain a joined style					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
/26 statements	/26 statements	/26 statements	/26 statements	/26 statements	/26 statements

Spelling

prefixes in-, im-, ir-, sub-, inter-, super-, anti-, auto-	suffixes – ation, -ous	‘shun’ sound spelt - tion, -sion, -ssion, - cian	‘g’ sound spelt ‘gue’ e.g. rogue, tongue	‘k’ sound spelt ‘que’ e.g. antique	‘s’ sound spelt ‘sc’ e.g. science	spell homophones
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Grammar- I know these terms:

subject / verb agreement we were / I was	fronted adverbials	determiner	pronoun	possessive pronoun	adverbial
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