



## Spelling

Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.  
*I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.*

Understand and add the suffixes -ation, -ous.  
*I can understand and add the suffixes -ation, -ous.*

Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.  
*I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.*

Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.  
*I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.*

Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.  
*I can spell words which sound the same but have different meanings such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.*

Spell more complex words that are often misspelt with reference to English Appendix 1.  
*I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.*

Spell words with the 's' sound spelt 'sc' e.g. science, scene.  
*I can spell words with the 's' sound spelt 'sc' e.g. science, scene.*

Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.  
*I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.*

Use the first three or four letters of a word to check its spelling in a dictionary.  
*I can use the first three or four letters of a word to check its spelling in a dictionary.*

Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.  
*I can write accurately sentences from memory, dictated by the teacher, that include words and punctuation taught so far.*

## Handwriting

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 can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.*

Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.  
*I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap.*

## Composition

Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar.  
*I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, words and grammar.*

Plan his/her writing by discussing and recording ideas.  
*I can plan my writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece, and I can redraft this work a number of times.*

Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and range of sentence structures with reference to English Appendix 2.  
*I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.*

**Draft and write by organising paragraphs around a theme.**  
*I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.*

**Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.**  
*I can draft and rewrite work, that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.*

Draft and write non-narrative material, using simple organisational devices.  
*I can organise my non-narrative writing so that it has headings and sub-headings.*

Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.  
*I can assess my work, and that of others, and suggest improvements.*

Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.  
*I can edit my work by changing the grammar to improve the way my work reads.*

**Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.**  
*I can proof-read my writing for spelling and use of punctuation.*

Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.  
*I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear.*

## Vocabulary, Grammar & Punctuation

Understand the grammatical difference between the plural and the possessive -s.  
 I can explain the difference between the plural and the possessive -s.

**Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.**  
*I can use the correct form of the verb inflection e.g. we were instead of we was.*

Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.  
*I can make my writing interesting by using adjectives and other descriptive methods.*

**Use fronted adverbials e.g. Later that day, I heard the bad news.**  
*I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.*

Use paragraphs to organise ideas around a theme.  
*I can use paragraphs to organise ideas around a theme.*

**Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.**  
*I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.*

**Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, 'Sit down!'**  
*I can use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!'*

Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.  
*I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names.*

Use commas after fronted adverbials.  
*I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.*

Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial.  
*I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial.*

