

Begin to use your own ideas? ☐

Can you **begin** to use ideas from your own reading (and modelled examples) to plan your writing?

E.g. writing an adventure story with a similar plot to a school reading book.

Understand purpose and audience? ☐

Can you show an increasing understanding of purpose and audience?

E.g. adapting your writing to make it more interesting for a reader.

Use a wider range of structures? ☐

Can you **begin** to use the structure of a wider range of text types, including the use of simple layout devices in non-fiction?

E.g. using appropriate subheadings, diagrams and captions in an information text about frogs.

Begin to create settings? ☐

Can you **begin** to create settings, characters and plot in narratives?

E.g. designing your own character for an adventure story.

Proofread to check for errors? ☐

Can you proofread yours and others' work to check for errors, with increasing accuracy, and make improvements?

E.g. spotting and correcting mistakes when working with a partner.

Make ambitious word choices? ☐

Can you make deliberate ambitious word choices to add detail?

E.g. The **timid**, **miniscule** mouse **trembled** with fear.

Begin to use paragraphs? ☐

Can you **begin** to organise your writing into paragraphs around a theme?

E.g. grouping ideas according to a subject in a non-fiction report and ensuring one subject is discussed per paragraph.

Maintain the correct tense? ☐

Can you maintain the correct tense, including the present perfect tense, throughout a piece of writing?

E.g. "I have sold the last one" said the baker.

Use 'a' or 'an' correctly? ☐

Can you use 'a' or 'an' correctly most of the time?

E.g. I ate **an** orange, **an** apple and **a** packet of crisps.

Use the full range of punctuation? ☐

Can you use the full range of punctuation from previous year groups, including:

Full stops?
E.g. Gary went upstairs.

Capital letters?
E.g. Jim Jones lived on Fir Tree Lane.

Question marks?
E.g. How can you be so tired?

Exclamation marks?
E.g. What a fool I was!

Commas within lists?
E.g. He wore his hat, coat, gloves and scarf.

Apostrophes to show possession?
E.g. Kyle's book was tattered and torn.

Apostrophes to show contracted forms?
E.g. It doesn't matter if you don't get it finished.

Use inverted commas? ☐

Can you use inverted commas in direct speech?

E.g. "Stop talking so loudly," demanded Mrs Riaz.

Use subordinate clauses? ☐

Can you use subordinate clauses?

E.g. Louise had been running **when** she slipped in a puddle.

She was out of breath **although** she hadn't gone far.

Begin to use conjunctions, adverbs and prepositions? ☐

Can you **begin** to use conjunctions, adverbs and prepositions to show time, place and cause?

E.g. The ugly troll roared **when** she slipped in a puddle.

Anita **surprisingly** didn't like her birthday present.

They pitched their tent **before** sunset.

Spell many words with suffixes? ☐

Can you spell **many** words with suffixes correctly?

E.g. I was **curious** so I asked for more **information**.

Sanjiv **frantically** searched for the **venomous** snake.

Spell homophones correctly? ☐

Can you **begin** to spell homophones correctly?

E.g. I had a **piece** of cake as I enjoyed the **peace** and quiet.

I think that it is **great** to **grate** cheese.

Spell some Y3 and Y4 spelling words correctly? ☐

Can you spell **some** of the Year 3 and 4 statutory spelling words correctly?

E.g. The men and **women** who **experiment** with new **medicine** believe that they may find a cure to **various** diseases.

Use neat, joined handwriting? ☐

Can you use a neat, joined handwriting style with increasing accuracy?

E.g. *My writing is always neat and joined.*

Spell many words with prefixes? ☐

Can you spell **many** words with prefixes correctly?

E.g. Mum was **disappointed** when I **misbehaved**.

The **supermarket** was shut for **redecorating**.