



HANDWRITING AND SPELLING	
1	I know when to use print (lower or upper case) in my writing. <i>e.g. labelling a diagram, a graph, etc.</i>
2	I can use a dictionary to check spellings and to find out word meanings.
3	I can use a thesaurus to find synonyms for words.
4	I can spell Y5 common exception words
WORD	
1	I know what nouns , adjectives , verbs and adverbs are. I can give a number of examples. <i>puppy teenager ancient serene swooped savaged menacingly peacefully</i>
2	I can convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify). <i>germ - germinate special - specialise beauty - beautify</i>
3	I can use verb prefixes (e.g. dis-, de-, mis-, over- and re-). <i>disagree demotivate misread overthink reward</i>
4	I can use expanded noun phrases to give detailed information. <i>e.g. carnivorous predators with surprisingly weak jaws and small teeth</i>
SENTENCE	
1	I can use relative clauses beginning with relative pronouns (who, which, where, whose, that). <i>The man, who frowned with suspicion, entered the room. The house, which stood on the hill, was falling down.</i>
2	I can take out the relative pronoun to make my writing more concise. <i>The man, *frowning with suspicion, entered the room. The house, *standing on the hill, was falling down.</i>
3	I can use adverbs (perhaps, surely, maybe) and modal verbs (might, should, will, must) to show how possible something is. <i>Surely they will win the football match. Perhaps it might rain today.</i>
4	I can choose and use language for effect, e.g. adjectives , interesting verbs , adverbs , specific nouns and connectives . <i>glistening, grubby dashed, mumbled silently, fiercely jacket, pathway nevertheless, therefore</i>
5	I can use a mixture of simple , compound and complex sentences for effect. <i>Rain hammered the window. Circling the dark sky, crows swooped menacingly, searching for a scrap of food to satisfy their bedraggled bodies. Squawks fill the air whilst the wind whistled.</i>
TEXT	
1	I can use devices to aid cohesion <u>within a paragraph</u> so that the paragraph flows (e.g. time connectives, pronouns). <i>Firstly, the player rolls the dice. This shows the number of spaces to move on the board. After that, counter is moved around the board. Wherever it lands, an instruction must be carried out.</i>
2	I can use adverbials to link ideas <u>across different paragraphs</u> to show time (later), place (nearby) and number (firstly, secondly). <i>Firstly, the player rolls the dice.....</i> <i>Later in the game, counters are collected by each player.....</i> <i>Nearby the finishing square, a red square shows that.....</i>
3	I can make changes to grammar, vocabulary and punctuation to improve my work.
PUNCTUATION	
1	I can use brackets , dashes or commas to show parenthesis. <i>He finally answered (after taking five minutes to think) that he didn't know the answer.</i> <i>He finally answered - after taking five minutes to think - that he didn't know the answer.</i> <i>He finally answered, after taking five minutes to think, that he didn't know the answer.</i>
2	I can use commas to clarify meaning or avoid ambiguity. <i>Let's eat Grandma! Let's eat, Grandma!</i>
3	I can use organisational devices , e.g. <i>underlining, bullet points, headings</i>