HANDWRITING AND SPELLING

1	I can write, using a joined style.
2	I know the y5 and y6 common exception words.
3	I can proof read my work to check for errors and to improve it, including using a dictionary for spellings or a thesaurus for vocabulary.

WORD

1	I know what **nouns**, **adjectives**, **verbs** and **adverbs** are. I can use a number of interesting examples. **wren birch ancient serene rampaged savaged menacingly majestically**
2	I can use different vocabulary for **informal** and **formal** speech/writing. find out = discover ask for = request go in = enter
3	I know what **synonyms** (same meaning) and **antonyms** (opposite meaning) are and I can use them appropriately. big, large, huge – little, small, tiny light, bright – dark, dim

SENTENCE

1	I can use the **active voice** (<u>subject</u> doing something to the object) and **passive voice** (<u>subject</u> having something done to it by the object) to affect how my sentences are read. <u>The cat</u> was chasing the mouse. <u>The wind</u> blew the sign over. <u>The mouse</u> was being chased by the cat. <u>The sign</u> was blown over by the wind.
2	I can use the **subjunctive** [*shown here in brackets*] to make my writing sound much more formal. If only I [*were*] rich, I would be able to afford a house. The boss demanded that we [*be*] back in the office by one o'clock.
3	I can use **informal speech structures** in appropriate forms of writing (e.g. question tags and contractions). He's your friend, isn't he?
4	I can choose and use language for effect, e.g. **adjectives**, interesting **verbs, adverbs,** specific **nouns** and **connectives**. **glistening, grubby dashed, mumbled silently, fiercely jacket, pathway nevertheless, therefore**
5	I can purposely use a mixture of **simple, compound** and **complex sentences** for effect. 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.

TEXT

1	I can use a wide range of **cohesive devices** to link ideas <u>across different paragraphs</u> (e.g. repetition of a **word** or **phrase, connectives, ellipsis and adverbials**). **Many people** believe that ……………………… **On the other hand, people also** believe that …………………………
2	I can use a wide range of layout devices effectively (e.g. **headings, sub-headings, columns, bullet points**).
3	I can blend **action, dialogue and description** within sentences and paragraphs to give a sense of a character and advance the action. e.g. Tom stomped into the room, flung down his grubby school back and announced, through gritted teeth, "It's not fair!"

PUNCTUATION

1	I can use a **semi-colon** to link sentences (often in the place of a conjunction) and to mark the boundary between independent clauses. Call me tomorrow; I'll give you my answer then. I can't go to the park; it's raining heavily outside.
2	I can use a **colon** to start a list and to mark the boundary between independent clauses. You will need: thirty pencils, fifteen rulers and a class set of whiteboards. There is one thing you need to know about chips: they look and taste yummy.
3	I can use **semi-colons** in a list. I bought five delicious-looking green apples; a peach, which was golden and soft; and a bunch of red, crisp grapes.
4	I can use **hyphens** to clarify meaning and avoid **ambiguity.** man-eating shark *or* man eating shark recover *or* re-cover
5	I can show off a range of **punctuation** within a piece of text. Sal aspired to be a dancer; her mother had been one. For years she practised (every week night) to ensure she was the best she could be. In three years' time she would be able to perform: the salsa, tango and foxtrot. Would she make it as a professional dancer? Sal promised herself that one day – just like her mother – she would be a star!