



Assessment group (\* focus child):

Highlight secure statements only      autumn term = orange      spring term = green      summer term= yellow

I can recognise and use the difference between vocabulary in informal speech and formal writing for effect e.g. find out/discover; ask for/request			
I understand how words can be related by meaning such as synonyms e.g. <i>mischievous, wicked</i> or antonyms e.g. <i>evil/angelic</i>		I can choose from a range of layout devices e.g. headings, sub-headings, bullets, underlining or tables to structure a text	
I check my work to ensure I have used the correct tense <b>throughout</b> my writing	I can make relevant notes and choose and develop relevant content ideas from my reading and research to use in my writing	I can use adverbials to link paragraphs and ideas e.g. <i>furthermore, likewise, therefore, nevertheless</i>	
I can use informal question tags appropriately e.g. <i>He's your friend, isn't he?</i>	I can plan effectively independently, using a range of approaches	I can use ellipsis to link ideas e.g. Flora waved to Joanna and <del>she</del> watched her drive away	I know the difference between words that are often confused e.g. are/our or are misspelt from the year 6 spelling list
I can understand and use passive voice to affect the presentation of information in a sentence e.g. <i>I had broken the window. The window had been broken.</i>	I can choose effective and ambitious vocabulary including expanded noun phrases with my reader in mind	I can create and punctuate effective complex sentences using <b>-ing</b> or <b>-ed</b> openers	I know and can explain the difference between homophones that are often confused e.g. <i>aloud/allowed</i>
I can use the subjunctive form appropriately	I can précis longer passages effectively	I can use a range of conjunctions to link ideas e.g. <i>although, additionally, another possibility, alternatively</i>	I can use and explain the effect of a range of prefixes and suffixes
I can use the present perfect for actions in the past with an effect or result in the present e.g. <i>I've washed my hair. That is why it is wet now.</i>	I can identify the purpose for my writing and select the appropriate form to suit the reader e.g. formal or informal letter	I can identify and use semi colons to suggest connection between independent clauses e.g. <i>It is raining; I am fed up.</i>	I can use a dictionary and thesaurus effectively
I can use commas to demarcate clauses, including parenthesis	I can identify and use a range of stylistic devices such as figurative language or repetition for effect	I can deviate from a linear/chronological sequence for effect using e.g. flash back or simultaneous actions	I can write in my own personal, clear and neat handwriting style
I can use colons, dashes and hyphens appropriately	I can assess and peer assess writing, suggesting changes to vocabulary, grammar and punctuation for effect	I can link ideas across paragraphs using adverbials for time, place and number e.g. <i>earlier, outside, firstly</i>	I can write legibly and fluently, with speed, joining letters where appropriate
<b>Vocabulary, Grammar and Punctuation</b>	<b>Composition - Effectiveness for purpose</b>	<b>Composition - Structure and organisation</b>	<b>Spelling and Handwriting</b>

Overall Assessment

Date/judgement:	Date/judgement:	Date/judgement:
<p><b>WTS</b> (working towards the expected standard); <b>EXS</b> (working at the expected standard);  <b>GDS</b> (working at greater depth within the expected standard)</p>		