

		What I think I have included	What I need to add in to improve my writing
1.	I can write for a range of purposes.		
2.	I can use paragraphs correctly		
3.	In fictional writing, I can describe settings and characters.		
4.	In non-fiction, I can use simple devices to structure my writing; headings, sub-headings, bullet points.		
5.	I can use capital letters, full stops, question marks, commas for lists and apostrophes for contraction <b>mostly</b> correctly.		
6.	I can spell <b>most</b> Y3/Y4 spelling words correctly.		
7.	I can spell <b>some</b> Y5/Y6 spelling words correctly.		
8.	I can produce legible handwriting.		
1.	I can write effectively for a range of purposes and audiences, selecting appropriate language.		
2.	In fictional writing, I can describe settings, characters and atmosphere.		
3.	I can use dialogue to convey character and move the action on.		
4.	I can select vocabulary and grammatical structures to suit the formality needed.		
5.	I can use a range of cohesive devices to make my writing flow, including conjunctions, adverbials of time and place, pronouns and synonyms within and across paragraphs.		
6.	I can use verb tenses consistently and correctly throughout my writing.		
7.	I can use a range of punctuation taught throughout KS2 mostly correctly, including inverted commas and other punctuation to indicate direct speech.		
8.	I can spell <b>most</b> Y5/Y6 spelling words correctly and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.		
9.	I can maintain legibility in joined handwriting when writing at speed.		
1.	I can write effectively for a range of purposes and audiences, and draw on my own reading to make choices about vocabulary, structure and layout.		
2.	I can distinguish between the language of speech and writing and choose the appropriate style, e.g. using informal language and contracted words in spoken language.		
3.	I can exercise while having an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.		
4.	I can use the full range of punctuation taught at key stage 2, including colons, semi-colons, hyphens and dashes, and use it precisely to enhance meaning and avoid ambiguity.		