

Name:

		<b>Evidence</b>		
<b>Ideas</b>		1. I can plan what I am going to write about considering structure, vocabulary and grammar and consider the audience. I can note ideas and draw on research.		
		2. I can consider how authors develop characters and settings in what I have read, seen or listened to.		
<b>Organisation</b>		3. I can use organisational and presentational devices to structure a text and guide the audience e.g. headings, bullet points.		
		4. I can organise my writing into paragraphs to show different information or events building cohesion across paragraphs with different devices including a full range of conjunctions.		
		5. I can précis longer passages (summarise)		
<b>Voice</b>		6. I can proofread for spelling and punctuation errors (using a dictionary when needed) making sure subject and verb agree.		
		7. I can assess the effectiveness of my own and other pupil's work, giving relevant feedback and proposing changes to improve it using a thesaurus when needed.		
		8. I can perform my compositions using appropriate intonation, volume and movement so the meaning is clear.		
<b>Word choice</b>		9. In narrative writing, I can describe settings, characters and atmosphere (expanded noun phrases, show not tell, use of senses, repetition for effect)		
		10. I can recognise vocabulary and structures for formal speech, including the passive voice.		
		11. In narrative writing, I can integrate dialogue to convey character and action.		
		12. I can use adverbial phrases to give additional detail showing when, where or how something happened		
<b>Sentence Fluency</b>		13. I can use a range of cohesive devices, including adverbials and conjunctions, within and across sentences and paragraphs.		
		14. I can reshape sentences (including rhetorical questions) and vary sentence length for effect.		
<b>Spelling</b>		15. I can spell words with 'silent' letters ( e.g. knight, psalm, solemn.)		
		16. I can use prefixes and suffixes e.g. -ious, -ible/-able.		
		17. I can use words from the Year 5/6 list and spell them correctly.		
<b>Grammar and Punctuation</b>		18. I can use relative clauses beginning with who, which, where, when, whose, that.		
		19. I can use modal verbs (e.g. might, should, will, must) and adverbs to indicate degrees of possibility (e.g. perhaps, surely.)		
		20. I can use semi-colons, colons or dashes to mark boundaries between clauses.		
		21. I can use brackets, dashes, commas for parenthesis		
		22. I can use commas and hyphens to clarify meaning and avoid ambiguity.		
		23. I can use consistent and correct tenses throughout a piece of writing including the perfect and progressive form of verbs.		
<b>Pre sen</b>		24. The appearance of my work is of a high standard with consistent letter formation, joins and fluency.		

