



			-	Ranvill
		Keep going!	Almost there!	Got i
Spo	elling			
1.	I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-	R	Α	G
2.	I can understand and add the suffixes -ation, -ous	R	Α	G
3.	I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, - cian e.g. invention, discussion, tension, magician	R	A	G
4.	I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique	R	Α	G
5.	I can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's	R	Α	G
6.	I can spell more complex words that are often misspelt e.g. caught, occasionally, interest	R	Α	G
7.	I can spell words with the 's' sounds spelt 'sc' e.g. science, scene	R	Α	G
8.	I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's	R	Α	G
9.	I can use the first three or four letters of a word to check its spelling in a dictionary	R	Α	G
10	I can write accurately sentences from memory, dictated by the teacher, that include words and punctuation taught so far	R	Α	G
На	andwriting			
1.	I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left un-joined	R	Α	G
2.	I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap.	R	Α	G
Со	mposition			
1.	I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar	R	Α	G
2.	I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times	R	Α	G
3.	I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can	R	Α	G

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Composition Continued...

- 4. I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together
- 5. I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience
- 6. I can organise my non narrative writing so that it has headings and sub headings
- 7. I can assess my work and that of others and suggest improvements
- 8. I can edit my work by changing the grammar to improve the way my work reads.
- 9. I can proof read my writing for spelling and use of punctuation
- 10. I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear

Vocabulary, Grammar and Punctuation 000 1. I can explain the difference between the plural and possessive -s R А G 2. I can use the correct form of the verb inflection e.g. we were instead R А G of we was 3. I can make my writing interesting by using adjectives and other G R А descriptive methods 4. I can use an adverb phrase at the start of a sentence e.g. Later that R А G day, I heard the bad news R А G 5. I can use paragraphs to organise ideas around a theme 6. I can use a mixture of pronouns and nouns in my writing to aid R А G continuity and avoid words being repeated 7. I can use inverted commas and other punctuation to indicate direct R G А speech e.g. The conductor shouted, 'Sit down!' 8. I can use apostrophes to mark plural possession e.g. the girl's name, R А G the girls' names 9. I can use commas after adverbials at the beginning of a sentence e.g. R A G Later that day, we heard the good news 10. I can understand and use the following terms: determiner, pronoun, R А G possessive pronoun, adverbial

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