



My Progress Goals: Writing 4

Name: _____

	I can use the correct verb inflections (I did instead of I done)				I can consistently organise my writing in to paragraphs around a theme to add cohesion for the reader		I can write a range of detailed, engaging narratives that are well structured and well-paced
	I know the difference between plural and possessive -s						I can write a range of non-fiction texts that are well-structured with appropriate layout devices
I can spell further homophones (which / witch)	I can use the full range of punctuation from previous years groups				I can share my views with the reader	I can proof read consistently and amend grammar, punctuation, spelling and cohesion	I can write narratives with a clear beginning, middle and end with a coherent plot
I can use the first 2 or 3 letters of a word to check its spelling in a dictionary	I can use fronted adverbials with commas after the fronted adverbial				I can select relevant ideas and content	I can propose changes to the grammar and vocabulary of my writing to improve it	I can use simple organisational devices to organise my non-narrative writing
				I can maintain accurate tense throughout a piece of writing			
I can spell most words with prefixes correctly e.g. (ir- auto-in-super)	I can use expanded noun phrases using modifying adjectives, nouns and preposition phrases (the strict teacher with curly hair)	I understand what an adverbial is			I can choose vocabulary for effect or to show the occasion I am writing for	I can evaluate and edit my work and that of my peers by assessing its effectiveness and suggesting improvements.	I can organise paragraphs around a theme creating settings, characters and plot
I can spell most words with suffixes correctly e.g. (ly- ous- tion- sion-)	I can use inverted commas and other punctuation to indicate direct speech e.g. (use a comma after the reporting clause)	I understand what a possessive pronoun is	I can write accurate sentences, dictated by the teacher, from memory, punctuating and spelling words taught correctly using neatly joined handwriting		I can show awareness of the reader	I can proof read my own and others writing for spelling and punctuation errors	I can use neat, joined handwriting style consistently
I can use my spellings in all areas of my writing.	I can choose the appropriate pronoun or noun to improve the flow of my writing	I understand what a pronoun is			I can clearly show the main features of the style I am writing in	I can follow my plan when I am writing	I take pride in my work
I can spell words that are often misspelt	I can use an apostrophe to mark plural possession (the girl's name, the girls' names)	I understand what a determiner is			I can write in a style that is appropriate to task	I can discuss and record my ideas within a given structure	I can read my writing aloud to any audience using appropriate volume, expression and tone so that the meaning is clear
Spelling	Punctuation And Grammar	Terminology	Transcription	Writing for a purpose	Planning, drafting and editing	Handwriting, organisation and presentation	
				Composition			