




Year 4 and 5

Writing I can Statements CrT8 - Creating Informative Texts, PuN5/6 – Punctuation, GrA4/5 - Grammar					T
	The Writing Process				
EN2-7B	I can use language forms and features appropriate to a range of purposes, audiences and contexts.				
EN3-2A	I am beginning to compose, edit and present well-structured and coherent informative texts.				
	Planning				
EN3-2A	I can plan my writing by choosing and experimenting with text structures and language features appropriate to purpose and audience.				
	Composing				
CI	I can write an informative text such as the life cycle of a butterfly, recount a process, to describe an artwork.				
	I can include structural features appropriate to the text and task.				
	I can write ideas relevant to the purpose of an informative text.				
	I can organise my ideas to support the reader (groups ideas under headings).				
TFF	I can use cohesive devices to support the reader (word families: bear, cub, polar bear).				
	I can consistently use present or timeless present tense correctly throughout the text (bears hibernate in winter)				
	I can create texts which are supported by multimodal features for example diagrams, tables and images.				
	I can use adjectives in noun groups to create more accurate descriptions (its long, sticky tongue).				
Vocab	I can use a range of learnt topic words in my writing (hibernate instead of sleep)				
Generic	I can write in the correct tense.				
	I can consistently write compound sentences correctly.				
	I can use a greater range of complex sentences.				
	I can use a variety of sentence structures and sentence beginnings.				
	I can spell some complex words correctly.				
	I can correctly add prefixes and suffixes to base words.				
	I can use all simple punctuation correctly (. ! ?).				
	I can use some complex punctuation correctly (, “ ” () ; :).				
	I can use articles accurately (a, an, the)				
	I can use adverbial phrases to support the staging of the text (before lunch, after midnight)				
	Revising				
EN3-2A	I can reread my work and add, delete or change words or sentences to improve meaning, for example replacing an everyday noun with a technical one.				
	I can make significant changes to texts using a word processing program.				
	Editing				
EN3-2A	I am beginning to reread and edit mine and my peers writing using agreed criteria and explain my editing choices.				


Year 4 and 5


Writing I can Statements CrT8 - Creating Imaginative Texts, PuN5/6 – Punctuation, GrA4/5 - Grammar					T
	The Writing Process				
EN2-7B	I can use language forms and features appropriate to a range of purposes, audiences and contexts.				
EN3-2A	I can compose, edit and present well-structured and coherent imaginative texts.				
	Planning				
EN3-2A	I can plan my writing by choosing and experimenting with text structures and language features appropriate to purpose and audience.				
	Composing				
CI	I can write an imaginative text (narrates a historical event, reconstructions of stories, poetry).				
	I can include structural features appropriate to the type of text.				
	I can adapt a familiar text for a new audience.				
	I can write ideas relevant to an imaginative text.				
	I can organise my ideas in order of events to support the reader (use chronological sequencing).				
TFF	I can use cohesive devices such as repetition, synonyms and antonyms to link ideas.				
	I can use pronouns to track multiple characters (Peter and Leanne....he...they...she...them)				
	I can use action verbs (jumped) and saying verbs (screamed) to create a picture in the reader's mind.				
	I can select multimodal features to expand ideas in written texts (matches images to points in a text).				
	I can use time connectives correctly.				
	I can use alliteration correctly in my writing.				
	I can use similes correctly in my writing.				
	I can use onomatopoeia correctly in my writing.				
Vocab	I can use a range of learnt topic words and words from other authors in my writing.				
Generic	I can write in the correct tense.				
	I can consistently write compound sentences correctly.				
	I can use a greater range of complex sentences.				
	I can use a variety of sentence structures and sentence beginnings.				
	I can spell some complex words correctly.				
	I can correctly add prefixes and suffixes to base words.				
	I can use all simple punctuation correctly (. ! ?).				
	I can use some complex punctuation correctly (, “ ” () ; :).				
	I can use articles accurately (a, an, the)				
	I can use adverbial phrases to support the staging of the text (before lunch, after midnight)				
	Revising				
EN3-2A	I can reread my work and add, delete or change words or sentences to improve meaning, for example replacing an everyday noun with a technical one.				
	I can make significant changes to texts using a word processing program.				
CI	I can choose alternative words to add variety (replied for said)				
	Editing				
EN3-2A	I am beginning to reread and edit mine and my peers writing using agreed criteria and explain my editing choices.				

Year 4 and 5


Writing I can Statements					T
CrT8 - Creating Persuasive Texts, PuN5/6 – Punctuation, GrA4/5 - Grammar					
The Writing Process					
EN2-7B	I can use language forms and features appropriate to a range of purposes, audiences and contexts.				
EN3-2A	I can compose, edit and present well-structured and coherent persuasive texts.				
Planning					
EN3-2A	I can plan my writing by choosing and experimenting with text structures and language features appropriate to purpose and audience.				
Composing					
CI	I can write a persuasive text (designs a healthy food campaign, writes a letter of request).				
	I can include structural features appropriate to the type of text.				
	I can write ideas relevant to a persuasive text (present a position and support it with one or two arguments).				
	I can organise my ideas to support the reader (in paragraphs to separate the body from the introduction and conclusion)				
TFF	I can use cohesive devices to link my ideas in an argument (however, on the other hand).				
	I can use exaggeration as a persuasive device.				
	I can use adjectives to persuade (dangerous)				
	I can use words of modality (should, will, must)				
	I can use adverbs (quickly, slowly)				
	I can create texts which are supported by multimodal features for example pictures, images, music.				
Vocab	I can include learnt topic words to support my arguments.				
Generic	I can write in the correct tense.				
	I can consistently write compound sentences correctly.				
	I can use a greater range of complex sentences.				
	I can use a variety of sentence structures and sentence beginnings.				
	I can spell some complex words correctly.				
	I can correctly add prefixes and suffixes to base words.				
	I can use all simple punctuation correctly (. ! ?).				
	I can use some complex punctuation correctly (, “ ” () ; :).				
	I can use articles accurately (a, an, the)				
	I can use adverbial phrases to support the staging of the text (before lunch, after midnight)				
Revising					
EN3-2A	I can reread my work and add, delete or change words or sentences to improve meaning, for example replacing an everyday noun with a technical one.				
	I can make significant changes to texts using a word processing program.				
Editing					
EN3-2A	I am beginning to reread and edit mine and my peers writing using agreed criteria and explain my editing choices.				


Punctuation I can Statements

Year 3 and 4					
<u>Writing I can Statements</u> PuN5 – Punctuation					T
PuN5	I can use quotation marks for simple dialogue ('I can't see it,' he said.)				
PuN5	I can use apostrophes for plural possessives (planes' wings)				
PuN5	I can follow conventions of use of capitals in headings				

Year 5 and 6					
<u>Writing I can Statements</u> PuN6 – Punctuation					T
PuN6	I can write commas to separate clauses where appropriate				
PuN6	I can punctuate more complex dialogue correctly ('The team have made some interesting recommendations,' she said, nodding. 'But I do not want to act upon them before I have read the full report.')				

Grammar I Can Statements

Year 3 and 4					
<u>Writing I can Statements</u> GrA4 - Grammar					T
GrA4	Whole text level	I can use time connectives to sequence ideas and events (first, then, next, after)			
GrA4	Whole text level	I can group related ideas into paragraphs			
GrA4	Sentence level	I can write simple sentences correctly			
GrA4	Sentence level	I can write compound sentences to make connections between ideas using coordinating conjunctions (and, but, so)			
GrA4	Group and word level	I can use simple adverbials to give details such as time, place and manner (in the afternoon, nearby, quickly)			
GrA4	Group and word level	I can use simple present, past and future tenses accurately to represent processes			
GrA4	Group and word level	I can use adjectives in noun groups to build more accurate descriptions of participants (the spotted dog)			
GrA4	Grammatical accuracy	I can write comprehensible sentences that may contain inaccuracies such as misuse of prepositions (they should of waited, mine is different than/then yours) and past tense irregular verbs (he goed to the shop)			

Year 4 and 5					
<u>Writing I can Statements</u> GrA5 - Grammar					T
GrA5	Whole text level	I can use cohesive devices (word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – however, on the other hand, therefore)			
GrA5	Whole text level	I can use well-structured paragraphs with topic sentences			
GrA5	Sentence level	I can write simple and compound sentences correctly			
GrA5	Sentence level	I can write complex sentences using conjunctions (when, because)			
GrA5	Group and word level	I can use a wide range of verbs and verb groups (use thinking, feeling and perceiving verbs to represent inner processes; use saying verbs to represent interaction)			
GrA5	Group and word level	I can employ a range of tenses to represent processes			
GrA5	Group and word level	I can use adjectives in noun groups to include details of participants ('that			

		crazy, little cattle dog’)				
GrA5	Group and word level	I can use articles accurately (a, an, the)				
GrA5	Group and word level	I can use adverbials to present more surrounding details for time, place, manner and reason				
GrA5	Grammatical accuracy	I can write generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (Because he was afraid.)				

Adapted from Lizzie Lou by Emily Moisy

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