

Dimension 1 - TRANSCRIPTION		Dimension 2 - COMPOSITION	
Spelling	Handwriting and presentation	Writing Processes	Vocabulary, Grammar and Punctuation
<ol style="list-style-type: none"> <li>I can spell words with prefixes and suffixes and know how to add them to the root word. For example: where you have to double the final consonant before adding the suffix (forgetting, forgotten, beginning, beginner, prefer, preferred) Or where you just need to add 'ing' or 'ed' (gardening, gardener, limiting, limited.) Or where you need to add 'tion' (limitation).</li> <li>I can spell words where the y is somewhere different than the end of the word giving the 'i' (ih) sound (for example: myth, gym, mystery).</li> <li>I can spell words with ou (for example: young, touch, double, trouble, country).</li> <li>I can spell words with the prefixes dis-, mis-</li> <li>I can spell words with the prefixes in-, il-, im-, ir-</li> <li>I can spell words with the prefixes re-, sub-</li> <li>I can spell words with the prefixes inter-, super-,</li> <li>I can spell words with the prefixes anti-, auto-</li> <li>I can spell words with the suffix -ation (for example: information, adoration, sensation, preparation, admiration).</li> <li>I can spell words correctly ending in 'ure' (for example: measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure).</li> <li>I can spell with the suffix 'ly' 'ily' and 'ally' (EG: sadly, angrily, frantically)</li> <li>I can spell at least half of the words in the Y3/4 word list correctly.</li> <li>I can remember and write sentences, that my teacher has read to me, which include words and punctuation taught so far.</li> <li>I can use a dictionary to check the spelling of words.</li> </ol>	<ol style="list-style-type: none"> <li>I am starting to use some of the diagonal and horizontal strokes needed to join letters and use the correct joins</li> <li>I understand which letters are best left unjoined.</li> </ol>	<ol style="list-style-type: none"> <li>I can plan writing by discussing writing similar to what I'm planning, learning from its structure, vocabulary and grammar.</li> <li>I can plan, discuss and record my ideas, before writing, including saying a sentence aloud before I write it down.</li> <li>I can organise paragraphs around a theme.</li> <li>I can create settings, characters and plot in narrative.</li> <li>I can use headings and sub-headings and other organisational devices to organise my non-narrative.</li> <li>I can say how effective my own writing is and suggest improvements.</li> <li>I can evaluate and edit by making changes to grammar and vocabulary to improve consistency.</li> <li>I can proof-read my work for spelling and punctuation errors.</li> <li>I can read my own writing aloud, to a group or the whole class, controlling the tone and volume so that meaning is clear.</li> </ol>	<ol style="list-style-type: none"> <li>I can use a wider range of conjunctions: (when, if, because, although, before, after, while, so...)</li> <li>I can use the present perfect form of verbs instead of the simple past tense (He has gone out to play/ He went out to play).</li> <li>I can use adverbs.</li> <li>I can use prepositions.</li> <li>I can choose and use appropriate nouns or pronouns to make my writing clear (be cohesive) and avoid repetition.</li> <li>I can understand how some word families are related. e.g. family/familiar; garden/gardener/gardening</li> <li>I can use inverted commas to punctuate direct speech. e.g. The man shouted "stop right there."</li> <li>I can accurately use and understand the following terms to describe my writing: adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks') and previous stage.</li> </ol>