

Dimension 1 - TRANSCRIPTION		Dimension 2 - COMPOSITION	
Spelling	Handwriting and presentation	Writing Processes	Vocabulary, Grammar and Punctuation
<ol style="list-style-type: none"> I can spell words ending in 'sion' (for example: division, invasion, confusion, decision, collision, television). I can spell words with the suffix –ous. I can spell word with endings –tion, –sion, –ssion, –cian (for example: invention, injection, action, hesitation, completion, expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician). I can spell words with the suffix 'ous' EG: mountainous. I can spells words with the /k/ sound spelt ch (scheme, chorus, chemist, echo, character). I can spell words with the /f/ sound spelt ch (mostly French in origin) (chef, chalet, machine, brochure). I can spell words ending with the /g/ sound spelt –gue.(league, tongue) I can spell words ending with the /k/ sound spelt –que (French in origin) (antique, unique). I spell words with the /s/ sound spelt sc (Latin in origin) (science, scene, discipline, fascinate, crescent). I can spell words with the /ei/ sound spelt ei, eigh, or ey (vein, weigh, eight, neighbour, they, obey). I can use the possessive apostrophe with plural words correctly (girls', boys', babies', children's, men's, mice's) (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population). I know and use the correct spelling of homophones or near-homophones (accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's). I can spell all the words in the Y3/4 word list correctly. I can use the first two or three letters of a word to check its spelling in a dictionary. I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ol style="list-style-type: none"> I can write neatly, with consistency and quality. I can make sure lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<ol style="list-style-type: none"> I can plan my writing by discussing writing similar to what they are planning to learn from its structure, vocabulary and grammar. I can draft and write by composing and rehearsing sentences orally, progressively building varied vocabulary and a range of sentences structures. I can organise the content of paragraphs around a theme. In narratives I can create settings, characters and plot. In non narrative, I can use headings and sub headings and other organisational devices. I can evaluate and edit the effectiveness of my own writing by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). I can evaluate and edit by making changes to grammar and vocabulary to improve consistency. I can proof-read my work for spelling and punctuation errors. I can read my own writing aloud, to a group or the whole class, controlling the tone and volume so that meaning is clear. 	<ol style="list-style-type: none"> I can use a wider range of conjunctions: (when, if, because, although, before, after, while, so...) 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). I can use adverbs. I can use prepositions. I can choose and use appropriate nouns or pronouns to make my writing clear (be cohesive) and avoid repetition. I use fronted adverbials, including the comma after e.g. With grace and style, the dancer crossed the floor. I can use apostrophes correctly to mark singular possession (e.g. the girl's name). I can use apostrophes correctly to mark plural possession (e.g. the girls' names). I can use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!"). I can accurately use and understand the following terms to describe my writing: determiner, pronoun, possessive, pronoun and adverbial. e.g. determiner – A, an, the; Pronoun – I, me, you, they; possessive pronoun – hers, his, theirs, ours; Adverbial – I crept up the stairs carefully. Co-ordinating conjunctions (FANBOYS); Subordinating conjunctions (although, while, as etc...)