

Dimension 1 - TRANSCRIPTION		Dimension 1 - COMPOSITION	
Spelling	Handwriting and presentation	Writing Processes	Vocabulary, Grammar and Punctuation
<ol style="list-style-type: none"> <li>1. I can use a thesaurus to improve my writing.</li> <li>2. I can use hyphens correctly in spelling (e.g. co-ordinate, re-enter, co-operate, co-own).</li> <li>3. Apply the 'I before e except after c' rule and exceptions.</li> <li>4. I can spell words ending in -cial, -tial (for example: official, special, artificial, partial, confidential, essential).</li> <li>5. I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency.</li> <li>6. I can spell words ending in -cious or -tious (for example: vicious, precious, ambitious, cautious).</li> <li>7. I can spell words ending in -ably and -ibly.</li> <li>8. I can use homophones and other words that are often confused. (device/devise. Practice/practise)</li> <li>9. I can spell all (mostly) the words in the Y5/6 spelling list correctly.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can write legibly, fluently and with increasing speed and make appropriate decisions about joining or not.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can plan by identify the audience for and purpose of my writing and selects appropriate forms and use as models for my own.</li> <li>2. I can plan my writing by noting and developing initial ideas, drawing on my reading to do so. (Consider how authors have developed characters and settings).</li> <li>3. Draft and write, in narratives, by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>4. I can summarise longer pieces of writing using my own words. (Precising)</li> <li>5. I can link my ideas within, and across, paragraphs using a wider range of devices: repetition of a word or phrase, grammatical connections (for example: on the other hand, in contrast, as a consequence) and ellipsis.</li> <li>6. I can use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>7. I can assess the effectiveness of my writing, making changes to vocabulary, grammar and punctuation to enhance effects.</li> <li>8. I can use the correct subject and verb agreement in speech and writing, including subjunctive form.</li> <li>9. I can proof read my own work for SPG errors.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can use passive verbs to affect how information is presented in a sentence.</li> <li>2. I can use hyphens to make my sentences clear.</li> <li>3. I can use a colon to introduce a list and use semi-colons within lists.</li> <li>4. I can punctuate bullet points consistently and accurately. (Full sentence needs to include a full stop; part of a sentence - no punctuation.)</li> <li>5. I can use semi-colons and colons to separate independent clauses (main clauses).</li> <li>6. I can use dashes to indicate parenthesis.</li> <li>7. I can use ellipsis</li> <li>8. I can understand and use the vocabulary: formal/informal, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points and previous stage.</li> </ol>