



## Dosthill Primary School

I am working towards Building Block B1 in Writing

### Writing Composition

1	I can orally rehearse simple sentences before writing them down	
2	I can write simple words, phrases and simple sentences, which make sense, to share my ideas	
3	I can write captions and labels for pictures and diagrams	
4	I can write simple sentences about something I want to write about	
5	My sentences make sense when I read them to myself and other people	
6	My sentences have a beginning, middle and end	

### Vocabulary, Punctuation and Grammar

7	I can sometimes to use a capital letters at the start of my simple sentences	
8	I can sometimes to use a full stop at the end of my sentences	
9	I am beginning to leave finger spaces between some of my words	
10	I think carefully about the words I want to use in my writing	
11	I can use a capital letter for my own name and the names of people who are familiar to me and the days of the week when writing the date in my book	
12	I can explain what a prefix and suffix is and can give simple examples from my learning	

### Spelling

13	I am beginning to spell phonetically common words with some of the phonemes that I have already learnt	
14	I can spell some of the common exceptions words from phase 5 on my own	
15	I am making phonetically plausible attempts to spell the days of the week	
16	I can name most of the letters of the alphabet in order	
17	I try to spell plural noun words correctly but sometimes need help to check they are correct	
18	I try to make use of the spelling rules I have been taught to help me spell when writing independently	
19	I can write from memory the simple sentences my teacher tells me spelling most of the words correctly	

### Handwriting and Presentation

20	I can hold a pencil correctly when writing independently	
21	I can form most of my lower case letters correctly with the correct formation and orientation	
22	I can form most of my capital letters correctly with the correct formation and orientation	
23	I can write most of the digits 0-9 with the correct orientation	



Dosthill Primary School

I am working towards Building Block A1 in Writing

Writing Composition

1	I can say my sentences out loud to help me decide what I want to write	
2	I can write sentences by saying out loud what I want to write about before I write them down	
3	I can write simple stories by writing putting my sentences in order	
4	I can reread what I have written to check it makes sense	
5	I can share my written work by read it aloud to others	
6	I can talk about my written work, sharing my thought about what I have written and why	

Vocabulary, Punctuation and Grammar

7	I can explain what the words singular and plural mean	
8	I can write sentences leaving finger spaces between my words	
9	I can use 'and' to join words and clauses	
10	I can write sentences that have full stops and capital letter, question marks and exclamation marks used correctly	
11	I can use capital letters for people's names, places and days of the week	
12	I can use a capital letter for the personal pronoun I	
13	I can explain how the suffixes -s and -es change the meaning noun words	
14	I can explain how the prefix un- changes words	

Spelling

15	I can spell words with the phonemes I have already learnt	
16	I can spell the common exception words I have already learnt	
17	I can spell the days of the week correctly	
18	I can name the letters of the alphabet in order	
19	I can use letter names to show alternative spellings for the same sounds	
20	I can spell plural noun words using the suffixes -s and -es	
21	I can use the prefix un- to spell words	
22	I can use the suffixes -ing, -ed -er and -est to spell words	
23	I can spell using the spelling rules I have been taught	
24	I can write from memory the simple sentences my teacher tells me spelling the words correctly	

Handwriting and Presentation

25	I can sit correctly at my table and hold a pencil comfortably and correctly	
26	I can form my lower case letters in the correct direction, starting and finishing in the right place	
27	I can form my capital letters in the correct direction, starting and finishing in the right place	
28	I can form the digits 0-9 correctly	



Dosthill Primary School  
I am working towards Building Block B2 in Writing

Writing Composition

1	I can use a simple structure to write simple narratives about my experiences and those of others	
2	I can use a simple structure to write recounts of real events	
3	I can write poems that have simple structures based on my experiences	
4	I am beginning to write down my ideas in different ways e.g. simple information texts, stories for a specific audience in order to write for a specific audience of purpose	
5	I can organise my writing so that people can read it without me needing to be there	
6	I am beginning to choose and select interesting words from stories I have read to include in my writing	
7	I am beginning to re-read my work to check the verbs I have used are used correctly	
8	I am beginning to proof read my work independently to check for spelling, punctuation and grammar mistakes	

Vocabulary, Punctuation and Grammar

9	I can give examples of nouns and verbs and am beginning to understand what they are	
10	I am beginning to use subordination (because) and co-ordination (and, but) to join my sentences	
11	I am beginning to understand what the difference between a question, a command and a statement are and can give some simple examples	
12	I can write sentences in the past tense	
13	I can use full stops, capital letters and question marks to demarcate my sentences when writing	
14	I am beginning to show my understanding of the role of the apostrophe to mark where there are missing letters	

Spelling

15	I am beginning to use segmenting words to help me spell using the phonemes I have already learnt	
16	I can spell most of the common exceptions words I have already learnt	
17	I am beginning to use the spelling rules I have been taught in year 2 to support me spelling independently	
18	I can say what a homophone is and can spell homophones that I use every day e.g. here, hear	
19	I can write from memory the simple sentences my teacher tells me spelling most of the words correctly, including some of the punctuation I have learnt so far	

Handwriting and Presentation



20	I can write my letters clearly and they are of a reasonable size	
21	I can consistently use finger spaces in my writing	
22	I try to make sure my handwriting can be read by everyone	



Dosthill Primary School  
I am working towards Building Block A2 in Writing

**Writing Composition**

1	I can write narratives about my personal experiences and those of others (real and imaginary)	
2	I can write recounts of real events I have experienced or have learnt about	
3	I can write poems based on the poems I have read in class	
4	I can write for different purposes in the style of the narratives, information texts, recounts and non-fiction texts I have read in class	
5	I can plan and say out loud what I want to write about	
6	I can organise my work so that my ideas, key words and phrases, are written down sentence by sentence	
7	I can evaluate my work with my teacher and my peers, adding words or phrases, correcting mistakes and improving my work where necessary	
8	I can re-read my work to check verbs are used correctly and consistently	
9	I can proof read my work to check for mistakes in spelling, grammar and punctuation	

**Vocabulary, Punctuation and Grammar**

10	I can explain what a noun, adjective, adverb and verb are	
11	I can use subordination ( <i>when, if, that, because</i> ) and co-ordination ( <i>or, and, but</i> ) to create my sentences	
12	I can use expanded noun phrases to add description and specification to my sentences	
13	I can explain grammatical patterns in different types of sentences e.g. a statement, a question, an exclamation or a command	
14	I can write sentences in the past and present tense	
15	I can use full stops and capital letter, question marks and exclamation marks to demarcate sentences	
16	I can use commas to separate items when writing a list	
17	I can use an apostrophe to mark where letters are missing in spellings e.g. we're	
18	I can use an apostrophe to mark singular possessive nouns e.g. the girl's name	

**Spelling**

19	I can spell by segmenting words in phonemes and represent these as graphemes	
20	I can spell familiar common homophones	
21	I can spell the common exception words I have already learnt	
22	I can spell words with contracted forms e.g. I'll, we'll	
23	I can spell words with the possessive apostrophe that are familiar to me e.g. the girl's book	
24	I can use the suffixes -ment, -ness, -less, -ly to spell longer words	
25	I can spell using the spelling rules I have been taught in year 2	
26	I can write from memory the simple sentences my teacher tells me spelling the words correctly, including punctuation I have learnt so far	

**Handwriting and Presentation**

27	I can form my lower-case letters so that they are of the correct size relative to one another	
28	I am beginning to join some of my letters using the first basic joins	
29	I can write capital letters and digits of the correct size, orientation and relationship to one another and to the lower case letters	
30	The spaces between my words reflect the size of my letters	



Dosthill Primary School  
I am working towards Building Block B3 in Writing

**Writing Composition**

1	I can use ideas from the texts I have read in class to help to plan my writing	
2	I can use the structure and vocabulary from a text I have read in class to help to plan my writing	
3	I can use a template to record my ideas when planning fiction, non-fiction and poetry writing	
4	I can plan and orally rehearse what I want to write before writing it down	
5	I can start my sentences in different ways to share my ideas when writing	
6	I can use interesting words in my sentences to help the reader get a good picture of the characters and places I am describing	
7	I try to group my ideas into 'sections' and try not to jump backwards and forwards with my ideas	
8	When writing narratives, I make my beginnings interesting and my endings clear and try to use story language appropriate to the genre of story I am writing	
9	When writing non-fiction, I try to ensure my writing matches what I have been asked to do	
10	I can evaluate and edit my writing by assessing against the success criteria	
11	I am beginning to edit my writing by taking on board suggested improvements	

**Vocabulary, Punctuation and Grammar**

12	I can use conjunctions with a greater confidence to join my clauses to extend my sentences	
13	I can write consistently in the past and present tense	
14	I can use the correct pronouns to organise and avoid repetition in my writing	
15	I can use a range of conjunctions to join clauses in my sentences	
16	I am beginning to use adverbs at the start of my sentences	
17	I am beginning to use a possessive apostrophe to indicate possession	
18	I am beginning to use inverted commas to show when someone is speaking	
19	I can give examples of clauses in sentences	

**Spelling**

20	I can spell using most of the prefixes and suffixes I have been taught	
21	I can spell most of the common exception words I have been taught	
22	I can spell words using the possessive apostrophe with irregular plurals e.g. children's	
23	I can use the first one or two letters of a word to check the spelling in the dictionary	
24	I can spell using some of the rules I have been taught in year 3	
25	I can write from memory the simple sentences my teacher tells me spelling most the words correctly, including most of the punctuation I have learnt so far	

**Handwriting and Presentation**

26	I can join my letters using the basic joins	
27	My letter and digit formation is consistently accurate	



Dosthill Primary School  
I am working towards Building Block A3 in Writing

**Writing Composition**

1	I can use texts that I have read and are familiar with to plan my writing	
2	I can use the structure and vocabulary of texts that I have read to help me plan my writing	
3	I can share my ideas and record them in given ways when planning my ideas for a range of writing	
4	I can compose my sentences orally before writing them down	
5	I can use a range of simple and compound sentences to share my ideas when writing	
6	I am aware of and am beginning to use paragraphs in my writing	
7	When writing narratives, I can create settings, characters and a plot	
8	When writing non-narratives, I can use simple organisational features e.g. headings and sub-headings	
9	I can evaluate and edit my writing by assessing against success criteria and suggest improvements	
10	I can edit my writing by taking on board suggest improvements	
11	I am beginning to re-read my work to check to it make sense and I haven't made simple spelling and punctuation errors	

**Vocabulary, Punctuation and Grammar**

12	I can use a wider range of conjunctions e.g. when, if, because and although to join more than one clause to develop my sentences	
13	I can write the both the present tense and past tense form of verbs	
14	I can choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition in my writing	
15	I can use conjunctions and adverbs to express time and cause	
16	I am beginning to use fronted adverbials in my writing	
17	I am beginning to use commas after fronted adverbials in my writing	
18	I am beginning to use the possessive apostrophe to indicate possession with plural nouns	
19	I can use inverted commas to punctuate direct speech	
20	I understand and are beginning to can use the terminology clause and subordinate clause when talking about sentences	

**Spelling**

21	I can spell using the new prefixes and suffixes I have been taught	
22	I understand how adding a prefix or suffix changes the meaning of root words	
23	I can spell the new homophones I have been taught	
24	I can spell the common exception words I have already learnt	
25	I can use the first two letters of a word to check the spelling in the dictionary	
26	I can spell using the spelling rules I have been taught in year 3	
27	I can write from memory the simple sentences my teacher tells me spelling the words correctly, including punctuation I have learnt so far	

**Handwriting and Presentation**

28	My handwriting is neat and legible	
29	My letters are well formed and joined where appropriate	





## Dosthill Primary School

### I am working towards Building Block B4 in Writing

#### Writing Composition

1	I can use ideas from the texts I have read in class to help to plan my writing	
2	I can use the structure and vocabulary from a text I have read in class to help to plan my writing	
3	I can use a template to record my ideas when planning fiction, non-fiction and poetry writing	
4	I can plan and orally rehearse what I want to write before writing it down	
5	I can use an increasing range of sentences and try to start them in a range different ways	
6	I can use paragraphs to help organise my ideas when writing	
7	When writing narratives, I try to a wide and more interesting range of descriptions to describe the characters and setting	
8	When writing non-narratives, I can sequence and structure my writing and use an appropriate style of writing	
9	I can evaluate and edit my writing by assessing it against the success criteria	
10	I can edit my writing by taking on board one or two improvements suggested by my peers	
11	I can re-read my work to check to it make sense and I haven't made spelling and punctuation errors	

#### Vocabulary, Punctuation and Grammar

12	I can use a widening range of conjunctions for effect to extend my sentences	
13	I can use a range of adjectives and adverbs to add details and interest to my work	
14	I have a greater awareness of how to use standard English forms of verb inflections instead of spoke forms e.g. we were <i>not</i> we was	
15	I can use the possessive apostrophe to indicate possession with plural nouns with a greater consistency	
16	I can use inverted commas and other punctuation to punctuate direct speech	
17	I can use the terminology clause and subordinate clause when talking about sentences	

#### Spelling

18	I can spell most of the new prefixes and suffixes I have been taught	
19	I can spell consistently some of the homophones I have been taught	
20	I can spell words using the possessive apostrophe in regular words accurately e.g. <i>girls'</i> with increasing accuracy	
21	I can spell words using the possessive apostrophe with irregular plurals e.g. <i>children's</i> with increasing accuracy	
22	I can use the first two or three letters of a word to check it's spelling in the dictionary	
23	I attempt to spell unfamiliar words with using the spelling rules I have been taught in year 4	
24	I can write from memory the simple sentences my teacher tells me spelling most of the words correctly, including most punctuation I have learnt so far	

#### Handwriting and Presentation

25	My handwriting is easy to read, clear and is consistent in style and quality	
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## Dosthill Primary School

### I am working towards Building Block A4 in Writing

#### Writing Composition

1	I can use texts that I have read and are familiar with to plan my writing	
2	I can use the structure, vocabulary and grammar of texts that I have read to help me plan my writing	
3	I can share my ideas and record them in different ways when planning my ideas for a range of writing	
4	I can compose and rehearse my sentences for effect orally before writing them down	
5	I can build and use a varied and an increasing range of sentence structures to share my ideas when writing	
6	I can write using paragraphs organised around a theme	
7	When writing narratives, I can create imaginative settings, characters and a plot	
8	When writing non-narratives, I can use organisational features to structure my writing	
9	I can evaluate and edit my writing by assessing the effectiveness of it and suggest improvements	
10	I can edit my writing by taking on board improvements suggested by my peers	
11	I can check my work to ensure that I consistently use the correct grammar and vocabulary	
12	I can proof read my work to check for spelling and punctuation errors	
13	I can read aloud my work using the appropriate intonation and controlling the tone and volume so that meaning is clear	

#### Vocabulary, Punctuation and Grammar

14	I can use a wider range of conjunctions to join more than one clause to extend my sentences	
15	I can choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition in my writing	
16	I can confidently use conjunctions, adverbs and prepositions to express time and cause	
17	I can use the standard English forms of verb inflections instead of spoke forms e.g. we were not we was consistently and confidently	
18	I can use commas after fronted adverbials in my writing	
19	I can use the possessive apostrophe to indicate possession with plural nouns accurately and consistently	
20	I can use inverted commas and other punctuation to punctuate direct speech throughout my work	
21	I understand and can use the terminology clause and subordinate clause when talking about sentences	

#### Spelling

22	I can spell using the new prefixes and suffixes I have been taught	
23	I can confidently explain how adding a prefix or suffix changes the meaning of root words	
24	I can spell the new homophones I have been taught	
25	I can spell the common exception words I have already learnt	
26	I can spell words using the possessive apostrophe in regular words accurately e.g. girls'	
27	I can consistently spell words using the possessive apostrophe with irregular plurals e.g. children's	
28	I can use the first two or three letters of a word to check it's spelling in the dictionary with accuracy	



29	I can spell using the spelling rules I have been taught in year 4	
30	I can write from memory the simple sentences my teacher tells me spelling the words correctly, including punctuation I have learnt so far	
Handwriting and Presentation		
31	I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined	
32	My handwriting is clear, legible, showing consistency and quality	



## Dosthill Primary School

### I am working towards Building Block B5 in Writing

#### Writing Composition

1	I can plan using an appropriate template given the audience for and purpose of my writing	
2	I can use texts I have read as a model for my own when planning	
3	I can adapt and change texts that I have read, adding my own original ideas when planning	
4	When writing narratives, I can describe the setting and characters and interweave dialogue to move the plot forward	
5	I can use the main features of the particular form of writing I am using e.g. the structural and language features	
6	I can use paragraphs to correctly organise my ideas when writing	
7	I can adopt a viewpoint clearly when writing in a range of forms	
8	I can proof read my work to check for spelling and punctuation errors and correct where necessary	
9	I can evaluate my work and say whether my writing is suitable for its purpose	
10	I can read aloud my work using the appropriate intonation and controlling the tone and volume so that meaning is clear	

#### Vocabulary, Punctuation and Grammar

11	My work shows a greater awareness of the perfect form of a verb when I am writing independently	
12	I am beginning to use modal verbs to use modal verbs to show if something is certain or possible (or not)	
13	I am beginning to use an increase range of relative clauses beginning with <i>where</i> and <i>when</i>	
14	I can use commas to distinctly make clauses in my sentences	
15	I am beginning to use a semi-colons, colons and hyphens in my sentences	
16	I can check my work to ensure the tense is consistent, pronouns and punctuation is used accurately	
17	I can write sentences that are grammatically accurate, make clear sense and check my work for this	

#### Spelling

18	I can spell using most of the new prefixes and suffixes I have been taught	
19	I am beginning to distinguish between homophones and other words which are often confused	
20	I can use dictionaries to check the spelling and meaning of words	
21	I can use the first three or four letters of a word to check the spelling, meaning or both in a dictionary	
22	I can use a thesaurus to find alternatives for words when writing	

#### Handwriting and Presentation

23	I can write legibly, fluently and with increased speed	
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## Dosthill Primary School

### I am working towards Building Block A5 in Writing

#### Writing Composition

1	I can plan using an appropriate template given the audience for and purpose of my writing	
2	I can use other similar writing as a model for my own when planning	
3	I can note and develop my original ideas, drawing on my reading when planning	
4	I have begun to think about how authors develop characters and setting in stories I have read, listened to and use this to plan my writing	
5	When writing narratives, I can include relevant ideas, ensure my content is appropriate and establish and maintain a viewpoint	
6	I can use organisational and presentational features to structure texts e.g. bullet points and underlying	
7	I can organise my writing into paragraphs where ideas are clusters relating to points or by time sequences	
8	I try to ensure that the style of my writing is appropriate to the task and the audience it is intended for	
9	I can evaluate and edit my work by assessing the effectiveness of my own and others work	
10	I can edit my work by proposing changes to vocabulary, grammar and punctuation to enhance effects	
11	I can evaluate and edit my work to ensure the consistent and correct use of tense throughout my piece of writing	
12	I can proof-read for spelling and punctuation errors	

#### Vocabulary, Punctuation and Grammar

13	I can use the perfect form of a verb to mark relationships of time and cause	
14	I can use expanded noun phrases to give information concisely	
15	I am beginning to use modal verbs or adverbs to indicate degrees of possibility	
16	I am beginning use relative clauses beginning with who, which, where, when and whose	
17	I can use commas to clarify meaning or avoid ambiguity in my writing	
18	I can use hyphens to avoid ambiguity	
19	I can use semi-colons to mark boundaries between independent clauses	
20	I can use a colon to introduce a list	
21	I can punctuate bullet points consistently	

#### Spelling

22	I can spell using prefixes and suffixes I have been taught	
23	I can distinguish between homophones and other words which are often confused	
24	I can use dictionaries to check the spelling and meaning of words	
25	I can confidently use a dictionary to check the spelling, meaning or both of an widening vocabulary	
26	I can use a thesaurus to choose more appropriate words for my writing	

#### Handwriting and Presentation

27	I can write legibly, fluently and with increased speed	
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Dosthill Primary School

I am working towards Building Block B6 in Writing

Writing Composition

1	I can plan my writing, taking into account the audience for and purpose of my writing, and select from appropriate templates when and where appropriate	
2	I can use texts I have studied as a model for my own when planning	
3	I can adapt and change texts that I have read, adding my own original ideas and research when planning	
4	I am beginning to consider how the author structures their writing and why they do this is a certain way in stories I have read, listened to or performed and use these ideas when planning	
5	When writing narratives, I can use dialogue effectively for characterisation and plot development	
6	When writing non-narratives, I can maintain an impersonal style that is appropriate to the text type and intended audience	
7	I can use paragraphs confidently and accurately and ensure that each paragraph has a main idea that is then elaborated upon	
8	I ensure my ideas are clearly distinguished and logically related when writing in a range of forms	
9	I can draft and redraft my work by assessing the effectiveness of my own and others work	
10	I can edit my work, taking on board advice from my peers, making changes to vocabulary, grammar and punctuation to enhance effects	

Vocabulary, Punctuation and Grammar

11	I try to ensure that I use the vocabulary and structures that are appropriate to the style of writing	
12	I can change verbs from active to passive and vice versa and understand the effect	
13	I can confidently manipulate clauses in complex sentences for effect	
14	I can review and reorganise my sentences for maximum effect	
15	I am beginning to choose modal verbs for impact when writing	
16	I am beginning to choose and use relative clauses beginning with who, which, where, when and whose for effect	
17	I am beginning to use an increasing range of sentences punctuation e.g. ellipses, hyphens, brackets, colons and semi-colons for effect	

Spelling

18	I can spell using most of the prefixes and suffixes I have been taught and understand the guidance for adding them	
19	I am beginning to use my knowledge of word structures and word origins when spelling	
20	I can spell some words with 'silent' letters I have been taught e.g. knight, psalm, solemn	
21	I can use a thesaurus confidently	

Handwriting and Presentation

22	I can write legibly, fluently and with increased speed showing my own style	
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Dosthill Primary School  
I am working towards Building Block AG in Writing

**Writing Composition**

1	I can identify the audience for and purpose of my writing, selecting the appropriate form when planning my writing	
2	I can use other similar writing as a model for my own when planning	
3	I can note and develop my original ideas, drawing on my reading and research when planning	
4	I can consider how authors develop characters and setting in stories I have read, listened to or performed and use this to plan my writing	
5	I can select the appropriate grammar and vocabulary when drafting and writing to change and enhance meaning	
6	When writing narratives, I can describe the setting, characters, atmosphere and integrate dialogue to convey characters and advance the action	
7	I can precise longer passages	
8	I can use a wide range of devices to build cohesion within and across paragraphs	
9	I can use further organisational and presentational device to structure texts and guide the reader e.g. bullet points and underlying	
10	I can evaluate and edit my work by assessing the effectiveness of my own and others work	
11	I can edit my work by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	
12	I can evaluate and edit my work to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	
13	I can proof-read for spelling and punctuation errors	

**Vocabulary, Punctuation and Grammar**

14	I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	
15	I can use passive verbs to affect the presentation of information in a sentence	
16	I can use expanded noun phrases to convey complicated information concisely	
17	I can choose and use modal verbs or adverbs to indicate degrees of possibility	
18	I can confidently use relative clauses beginning with who, which, where, when, whose that or with an implied relative noun for effect	
19	I can use brackets, dashes and commas to indicate parenthesis	
20	I can use semi-colons, colons and dashes to mark boundaries between independent clauses	

**Spelling**

21	I can spell using prefixes and suffixes I have been taught and understand the guidance for adding them	
22	I can use my knowledge of word structures and word origins when spelling	
23	I can spell some words with 'silent' letters I have been taught e.g. knight, psalm, solemn	
24	I can make a good use of a dictionary and thesaurus to support and develop my writing	

**Handwriting and Presentation**

25	I can write legibly, fluently and with increased speed	
26	I can choose which shape of a letter to use when given choices and decide whether or not to join specific letters	



27	I can choose the style of writing that is most appropriate to the type of writing I am engaged in	
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Dosthill Primary School  
I am working towards Building Block B7 in Writing

Writing Composition

1	I ensure that the main purpose of my writing is clear and consistently maintained and plan this accordingly	
2	I can use both fiction and non-fiction materials read as a model when planning my ideas	
3	I can use my ideas and research creatively when planning my writing for my intended audience	
4	I am beginning to use techniques use by different authors to create moods and feelings in my planning and writing	
5	I can select the appropriate grammar and vocabulary when drafting and redrafting to change and enhance meaning	
6	When writing narratives, I can successfully interweave dialogue, action and description without losing the main focus of the writing	
7	I can experiment with my openings so that at times they will reflect different situations, such as, action, dialogue or narrator's synopsis in order to engage the reader	
8	I can write using the correct form and features of specific types of non-fiction writing and this appropriate style keeps my reader interested	
9	I can use paragraphs to clearly structure my main ideas across a text to support the purpose of writing	
10	I can evaluate and edit my work by assessing the effectiveness of my own and others work	
11	I can edit my work by proposing changes to vocabulary, grammar, punctuation and structure to enhance effects	
12	I am beginning to move away from standard English where appropriate to develop ideas within my writing	
13	I can make appropriate choices between standard English, dialect and colloquialism according to the impact I want to make with my writing.	
14	I can proof-read for spelling and punctuation errors	

Vocabulary, Punctuation and Grammar

15	I ensure that the vocabulary and structures used in my writing are appropriate	
16	I know when to and can use the passive voice for effect in my writing	
17	I am very confident when using complex sentences for effect and understand how clauses can be manipulated to create additional effect	
18	I can use a range of punctuation accurately to organise my ideas for effect	
19	I carefully use variation in the clause order for emphasis, clarity and effect	
20	I can use standard English in formal writing, showing an awareness of the differences between spoken and written structures	
21	I can vary the formality of language in writing to suit different circumstances and purposes	

Spelling

22	I can spell most words accurately and use sensible, regular patterns when attempting to use new words	
23	I can make a good use of a dictionary and thesaurus to support and develop my writing	

Handwriting and Presentation

24	I can write legibly, fluently and with speed	
25	I can adapted my handwriting to suit the situation	



## Dosthill Primary School

### I am working towards Building Block A7 in Writing

#### Writing Composition

1	I ensure that I am clear about the audience for and purpose of my writing, selecting and developing the most appropriate form for the task	
2	I can select from other similar writings to use a model when planning my work	
3	I can use the ideas gained from reading a range of texts to support and develop the ideas I have when planning what to write	
4	I can use techniques highlighted by different authors to create moods, feelings, messages and attitudes in their writing and use these to plan my work	
5	I can select and amend the grammar, vocabulary and structure when drafting and writing to improve my works effectiveness	
6	When writing narratives, I can sustain the readers interest by developing the relationships between characters which reflects the nature of the characters and their actions	
7	I can use dialect effectively to help bring my characters alive to the reader	
8	I can use asides to comment on actions and to indicate the thoughts and feelings of the characters in my writing	
9	I can write using the correct form and features of specific types of writing and this appropriate style keeps my reader interested.	
10	I can create multimodal texts, combining two media together, to engage and convey meaning effectively to the reader	
11	I can use paragraphs to clearly structure my main ideas across a text to support the purpose of writing ensuring that there is cohesion	
12	I can evaluate and edit my work by assessing the effectiveness of my own and others work	
13	I can edit my work by proposing changes to vocabulary, grammar, punctuation and structure to enhance effects and clarify meaning	
14	I can use standard English and other varieties of English in my writing	
15	I can proof-read for spelling and punctuation errors	

#### Vocabulary, Punctuation and Grammar

16	I ensure that the vocabulary and structures used in my writing are appropriate and are sufficient to the audience and purpose of writing	
17	I can use the active and passive voice appropriately to suit the purpose of my writing	
18	I can use figurative language for effect	
19	I can use specific adverbial clauses and adjectival phrases for effect	
20	I can confidently use modifiers to create deliberate shades of meaning in my writing for effect	
21	I can use a range of punctuation accurately to organise my ideas effectively and to clarify meaning	
22	I deliberately use variation in the clause order for emphasis, clarity and effect	
23	I can use standard English confidently and consistently in formal writing, showing an awareness of the differences between spoken and written structures	
24	I can vary the formality of language in writing to suit different circumstances and purposes	
25	When writing in the style of older texts, I can use specific sentence structures and punctuation in the style of the period	



### Spelling

26	All my spelling is correct and I am confident that I have checked all the words that I am a little unsure of	
Handwriting and Presentation		
27	I can write legibly, fluently and with speed	
28	I can choose the style of writing that is most appropriate to the type of writing I am engaged in	