

Spelling						
I can use the prefixes un-, dis-, mis-, pre-, in-, il-, sub-						
I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.						
I can use the suffix -ly						
I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure.						
I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.						
I can spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist.						
I can spell words that are often misspelt						
I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.						
I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.						
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 I already know.						
Handwriting						
I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.						
I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.						
Composition						
I can plan my writing by discussing it, and talking about how to improve it, using examples from other writers that I like.						
I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.						
I can rewrite my work, making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, ; use adverbs such as then and next; use prepositions such as before, after, during.						
I can use paragraphs to organise my writing so that blocks of text group related material.						
I can draft and write descriptive work that creates settings, characters and plots.						
I can draft and write material, such as instructions, using headings and sub-headings to organise my work.						
I can re-read my work to improve it for my audience						
I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting.						
I can proof-read my work by reading aloud and putting in full stops. I can also add apostrophes, commas, question marks, exclamation marks and speech marks.						
I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.						
Vocabulary, Grammar and Punctuation						
I can create new words using a range of prefixes including super-, anti-, auto-.						
I can understand when to use 'a' or 'an' in front of a word						
I can identify word families based on root words e.g. solve, solution, solver, dissolve.						
I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of.						
I can use paragraphs.						
I can use headings and sub-headings.						
I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.						
I can use speech marks correctly						
I can understand what the following words mean: preposition, conjunction, word family, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.						

1-7 working towards

8-19 expected

20-32 Greater depth

Bold = key performance indicators all needed to be expected.