

Band 5 Writing Statements				
Spelling				
S1	I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious,			
S2	I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial			
S3	I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.			
S4	I can spell words ending in -able and -ible, also -ably and -ibly e.g. adorable, possible, adorably,			
S5	I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.			
S6	I can spell some words with 'silent' letters e.g. knight, psalm, solemn.			
S7	I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.			
S8	I can use the first three or four letters of a word to check spelling, meaning, or both in a dictionary.			
S9	I can use a thesaurus.			
Composition				
C1	I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.			
C2	I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary			
C3	I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films			
C4	I can draft and write by selecting the correct grammar in my writing. I can use capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly.			
C5	I can write pieces describing settings, characters and atmosphere, and include speech that helps show the character and their personality or mood			
C6	I can draft and write by summarising longer passages			
C7	I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.			
C8	I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.			
C9	I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.			
C10	I can give feedback on and improve my own writing and my classmates'.			
C11	I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer			
C12	I can mark and edit work to have the correct tense throughout.			
C13	I can mark and edit work to have the correct subject and verb agreement			
C14	I can read work looking for spelling errors and correct them using a dictionary			
C15	I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.			
C16	I can perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear.			
Vocabulary, Grammar & Punctuation				
V1	I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.			
V2	I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-			
V3	I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that, or by missing out the pronoun			
V4	I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.			
V5	I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.			
V6	I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.			
V7	I can use brackets and can also use dashes or commas for the same purpose.			
V8	I can use commas to make my writing clear to the reader			
V9	I can understand the following terms: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity.			

