Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar.

I can plan and improve my writing by discussing examples from other writers that I like, and looking at their use of sentence structure, words and grammar.

Plan his/her writing by discussing and recording ideas.

I can plan my writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece, and I can redraft this work a number of times.

Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures with reference to English Appendix 2.

I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.

Draft and write by organising paragraphs around a theme.

I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.

Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.

I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary, and I can adapt my work depending on the audience.

Draft and write non-narrative material, using simple organisational devices.

I can organise my non-narrative writing so that it has headings and sub-headings.

Evaluate and edit by assessing the effectiveness of his/her own and others’ writing and suggesting improvements.

I can assess my work, and that of others, and suggest improvements.

Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.

I can edit my work by changing the grammar to improve the way my work reads.

Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.

I can proof-read my writing for spelling and use of punctuation.

Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.

I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear.