Understand the grammatical difference between the plural and the possessive -s.

I can explain the difference between the plural and the possessive -s.

Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.

I can use the correct form of the verb inflection e.g. we were instead of we was.

Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. ‘the teacher’ expanded to: ‘the strict maths teacher with curly hair’.

I can make my writing interesting by using adjectives and other descriptive methods.

Use fronted adverbials e.g. Later that day, I heard the bad news.

I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.

Use paragraphs to organise ideas around a theme.

I can use paragraphs to organise ideas around a theme.

Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.

I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.

Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause, end punctuation within inverted commas: The conductor shouted, ‘Sit down!’.

I can use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, ‘Sit down!’.

Use apostrophes to mark plural possession e.g. the girl’s name, the girls’ names.

I can use apostrophes to mark plural possession e.g. the girl’s name, the girls’ names.

Use commas after fronted adverbials.

I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.

Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial.

I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial.