1. I can begin my sentences in different ways (e.g. starting with an *ly* word or a connective)

2. I can use a wider range of conjunctions, e.g. if, when, because, although, however

3. I can check my verb tenses are accurate

4. I can write in complex sentences to clarify relationships in time and place (e.g. meanwhile, during, until and following)

5. I can proof read errors to check that I have used full stops, capital letters, speech marks and question marks correctly most of the time in my sentences

6. I can include a clear story opening, middle end and events that link together

7. I can use paragraphing in narrative for a new location in a story

1. I can group together similar information in paragraphs in non-fiction writing

2. I can modify nouns by one or more precise adjectives—e.g. a loud, wailing sound

3. I can use a range of technical words in non-narrative writing

4. I can use detail to clarify information to create humour, surprise or suspense

5. I can use some information about characters in my narrative writing

6. I can begin to express an opinion in my writing (non-fiction)

7. I can add more detail and description to my narrative writing

1. My vocabulary choices are interesting and appropriate

2. I can use the prefixes dis-, mis-, in-, im-

3. I can spell words ending in –tion/ -sion/ -cian/ -ssion

4. I can spell the next 22 homophones/near homophones (e.g. except/accept)

5. I can spell words ending in –tion/ -sion/ -cian/ -ssion

6. I can use the prefixes dis-, mis-, in-, im-

7. I can spell words ending in –tion/ -sion/ -cian/ -ssion

Text Structure and organisation (TSO)

Composition and Effect

Spelling

My Writing Targets