1. I can use commas in complex sentences (and not use them incorrectly at full stops)

2. I can use different types of sentences in my writing (short, exclamation, question, complex, compound)

3. I can use a wider range of connectives to signal time (therefore, consequently, despite, initially)

4. I can ensure the constant and correct use of tense throughout a piece of writing

5. I can develop my ideas more thoroughly in each paragraph and between each paragraph

6. I can use colons for a list

7. I can use relative clauses beginning with who, which, where, when, that

1. I can choose words for deliberate effect- e.g. stationary rather than stopped

2. My vocabulary choices are more thoughtful- using a thesaurus to extend the range of words used

3. I can use the setting in narrative to create a mood

4. I can use some stylistic devices such as simile, metaphor, alliteration, personification

5. In my narrative writing, characterisation is evident through direct or reported speech

6. I can use a good balance of speech, action and description within a story

7. I can proof read for spelling and punctuation errors

1. I can spell words with silent letters

2. I can spell words with the endings –cious, tious

3. I know and use the “I before e except after a c” rule

4. I can use shifts in time and place to shape and guide the reader through the text; e.g. by introducing a new section to draw attention to the main event

5. I can write my ideas in a clear and consistent manner throughout a section or paragraph (develop each point in more detail)

6. My paragraph structure is controlled to shape the story (5 paragraphs show 5 parts of a story)

7. I can use shifts in time and place to shape and guide the reader through the text; e.g. by introducing a new section to draw attention to the main event

1. I can use connectives, within a paragraph, to link the sentences (e.g. secondly, in addition, furthermore)

2. My paragraph structure is controlled to shape the story (5 paragraphs show 5 parts of a story)

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