

I can	Writing - 6
Spelling	I can add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference
	I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter
	I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose
	<b>* I can use dictionaries to check the spelling and meaning of words</b>
	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
	I can use a thesaurus with confidence
Hand writing	I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
	<b>* I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task</b>
Composition and Effect	<b>* I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose</b>
	I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary
	I can plan a detailed character and/or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films
	<b>* I can use grammar and vocabulary which is suited to the purpose of my writing</b>
	<b>* I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward</b>
	I can draft and write by accurately precisising longer passages
	<b>* I can use different techniques to make my writing flow and link paragraphs</b>
	<b>I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader</b>
	I can give reasoned feedback on mine and others' work to improve it
	I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer
	<b>* I can mark and edit work to have the correct tense throughout</b>
	I can mark and edit work to have the correct subject and verb agreement
	<b>I can read work looking for spelling errors and correct them using a dictionary</b>
	I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens
	I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear

I can	Writing - 6
Vocabulary, grammar and punctuation	<b>I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing</b>
	I can understand how words are related by meaning as synonyms and antonyms
	<b>I can use the passive to affect the presentation of information in a sentence</b>
	I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing
	I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis
	<b>I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text</b>
	I can use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up
	<b>I can use the colon to introduce a list and use semi-colons within lists</b>
	<b>I can use bullet points to list information</b>
	I can use hyphens for clarity e.g. man eating shark or man-eating shark
I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points	

### KPIs

\* = Hambledon Essentials