

### Plan and write

I can identify the audience for and purpose of the writing. I can select the appropriate form and use other similar writing as a model for their own writing

I can make notes and develop initial ideas, drawing on reading and research where necessary.

I can develop characters and settings for a narrative, I consider what I have learnt from my experience of reading, listening to and watching the work of real authors

### Evaluate and edit

I can assess the effectiveness of my own and others writing

I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

I can ensure the consistent and correct use of tense throughout a piece of writing

I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

I can proof read for errors in spelling and punctuation

**Writing for a range of purposes and audiences across the curriculum**

### Draft and write

I can select appropriate grammar and vocabulary. I understand how such choices can change and enhance meaning. I can choose a reasonably wide vocabulary to create effect.

In narratives I can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.

I can use a wide range of devices to build cohesion within and across paragraphs

Attempts to precis longer passages

I can use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).



### Taking pride in my work

I present all my work neatly.

I form letters correctly in all my writing

**Engage the reader through use of interesting word choices and description**

### Non negotiables

I can use full stops, capital letters and finger spaces.

I can use capital letters for names, places and I

I can spell key words previously learnt

I can use a word mat to make sure Year 5 words are spelt correctly

Mission Spelling and Word	
I can spell most of the Year 5 words correctly	I can understand how to convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify).
I can spell words using some of the Year 5/6 prefixes and suffixes and understands the guidelines for adding them	I can demonstrate knowledge of verb prefixes (e.g. dis-, de-, mis -, over – and re-)
I can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	I can spell some words with “silent” letters, e.g knight, psalm, solemn
I can use a thesaurus	I can distinguish between homophones and other words which are often confused
I can use a dictionary to check the spelling and meaning of words	I can use the knowledge of morphology and etymology in spelling and I understand that the spellings of some words need to learnt specifically.

#### Mission Sentences

I can use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.

I can indicate degrees of possibility using adverbs or modal verbs

#### Mission Audience, purpose and vocabulary

I can identify the audience and purpose for my writing and select the appropriate form

#### Mission Punctuation

I can use brackets, dashes or commas to indicate parenthesis

I can use commas to clarify meaning or avoid ambiguity



#### Mission Handwriting

I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.

I can decide as part of my personal style, whether or not to join specific letters

I am clear about what standard of handwriting is appropriate for a particular task

I can choose the writing implement that is best suited for a task

#### Mission Text

I can use a range of devices to build cohesion within a paragraph e.g then, after that, this, firstly.

I can use a range of linking ideas across paragraphs: adverbials of time, place and number or tense choices.

