

I am enhancing my skills as a writer

Composition				Transcription		Process
Organised writers think about the reader and make their writing easy to access and follow.	Purposeful writers always know who they are writing for and why.	Imaginative describers Select words for impact	Grammar giants/Sentence stars use sentences with effect.	Super spellers write words with accuracy so readers can easily read it.	Practised presenters present writing clearly	Excellent editors use the writing process to produce work of high quality.
<p>As securing plus: I can group similar information together in paragraphs in non-fiction writing. I can use paragraphing in narrative for a new location in a story. Use organisational devices such as headings and sub headings Organise paragraphs around a theme</p> <p>Depth <i>Across fiction and non-fiction in a range of subjects, paragraphing is being used as an organisational device.</i></p>	<p>As securing plus: I can write for a range of purposes, including those features that have been identified through class reading. I can include details to add an element of humour, surprise or suspense. Some evidence of viewpoint is established. I can compose and rehearse invented texts before writing.</p> <p>Depth <i>In fiction and non-fiction across all subjects, writing has a clear purpose and shows awareness of the reader. This may be obvious in fiction where humour, suspense are used and in non-fiction there is a sense of expertise.</i></p>	<p>As securing plus: I can use detail to clarify information I can use a range of descriptive phrases including collective nouns I can use similes and alliteration effectively I can modify nouns by one or more precise adjectives – a loud wailing sound. My vocabulary is interesting and appropriate. I create simple characters, settings and plots of my own.</p> <p>Depth <i>Writing expresses imagination through text ideas (characters, setting and plot) and vocabulary, simile and poetic technique.</i></p>	<p>As securing plus: I can write simple, compound and complex sentences with control. I can use a wider range of conjunctions, e.g. <i>when, if, because, although and however</i>. I can write in complex sentences to clarify relationships in time and place e.g. <i>meanwhile, during, while, until and following</i>. I can proof-read for errors in tense and correct. I can use apostrophe for contractions and the possessive (singular) form – <i>the girl's book</i>. I am using speech marks some of the time to mark dialogue.</p> <p>Depth <i>Across a range of writing, sentences are controlled and there is a main and dependent clause to add variety and enhance meaning.</i></p>	<p>As securing plus: I can use the possessive apostrophe for a singular person- <i>the girl's book</i>. I can spell a wide range of homophones/near homophones (e.g. <i>accept/except</i>). I can use the prefixes <i>dis-, mis-, in- and im-</i>. I can spell words ending in <i>-tion/-sion/-clan/-ssion</i>. I can spell 50% of the words on the Y3 & 4 list</p> <p>Depth <i>Writers apply this spelling knowledge in their independent writing.</i></p>	<p>As securing plus: I am beginning to use the diagonal and horizontal strokes that are needed to join letters and I understand which letters, when adjacent to one another, are best left unjoined. I read aloud my writing to a group using appropriate intonation.</p> <p>Depth <i>When writing is published, it is joined consistently in line with the school style.</i></p>	<p>As securing plus: I can plan my writing in different ways and say which way I prefer. I can develop my own ideas. I can discuss my writing with the teacher and other children, evaluating effect of word choice, sentences and punctuation.</p> <p>Depth <i>Writers make simple additions, revisions and corrections as they write to produce writing of a higher quality in all subjects.</i></p>