

LEYS FARM JUNIOR SCHOOL
CHILDREN'S I CAN WRITING STATEMENTS

	Stage 1 and 2	Stage 3	Stage 4	Stage 5	Stage 6
Handwriting	<p>I can write capital letters and lower case and digits of the correct size.</p> <p>I can use spacing between words that reflects the size of the letters.</p> <p>I can begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>I can use a neat, joined handwriting style.</p> <p>I can continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left un-joined.</p>	<p>I have legible handwriting which is increasing in quality.</p> <p>I can confidently use diagonal and horizontal joining strokes throughout my independent writing with increased fluency.</p>	<p>I have increased the speed of my handwriting.</p> <p>I am clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>I can confidently use diagonal and horizontal joining strokes throughout my independent writing in a legible, fluent and speedy way.</p>	<p>I can write legibly, fluently and at speed by:</p> <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task. <p>I can recognise when to use an un-joined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>
Phonics and Spelling	<p>I can segment spoken words spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>I can recognise new ways of spelling phonemes and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>I can add suffixes to spell most words correctly in my writing, e.g. -ment, -ness, -ful, -less, -ly.</p> <p>I can spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>I know the possessive singular apostrophe (e.g. the girl's book).</p> <p>I can write, from memory, simple sentences dictated by the teacher. that include</p>	<p>I can spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>I can spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>I can spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>I can spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>I can spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>I can spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>I can spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>I can spell words ending with the /cher/ sound spelt with 'ture' (e.g.</p>	<p>I can spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>I can spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>I can spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>I can spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>I can spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p> <p>I can correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g.</p>	<p>I can spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious) I can spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>I can spell words with 'silent' letters (e.g. doubt, isl and, lamb, solemn, thistle, knight).</p> <p>I can spell words containing the letter string 'ough' (e.g. ough t, bought, thought, nought, brought, fought, rough, tough, enough, co ough, though, although, dough, through, thorough, borough, plough, bough).</p> <p>I can convert nouns or adjectives into verbs using the suffix -ate</p>	<p>I can spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>I can spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>I can spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>I can spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g.official, special, artificial).</p> <p>I can spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p> <p>I can use my knowledge of adjectives ending in -ant to spell nouns ending in-ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>I can use my knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p>

	<p>words using the GPCs, common exception words and punctuation taught so far.</p> <p>I can segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.</p> <p>I can self-correct misspellings of words.</p>	<p>creature, furniture, picture, nature, adventure).</p> <p>I can most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>I can spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>I can spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>I can spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p> <p>I can spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>I can form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>I can spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p> <p>I can spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>I can use my spelling knowledge to use a dictionary more efficiently.</p>	<p>(e.g. activate, motivate communi cate).</p> <p>I can convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>I can convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>I can convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p> <p>I can spell complex homophones and near homophones, including who's/w hose and stationary/stationery.</p> <p>I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>I can spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p> <p>I can spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>I can spell words that contain hyphens (e.g. co- ordinate, re-enter, co- operate, co-own).</p> <p>I can use a knowledge of morphology and etymology in spelling.</p> <p>I can use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
Grammar	<p>I can recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>I can recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p>I can recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>	<p>I can recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>I can recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>
Punctuation	<p>I can use the full range of punctuation taught at key stage 1 mostly correctly including:</p>	<p>I can use the full range of punctuation from previous year groups.</p> <p>I can punctuate direct speech accurately, i</p>	<p>I can use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p>	<p>I can use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>I can use brackets, dashes or commas to indicate parenthesis.</p>	<p>I can use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and know when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>

	capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.	ncluding the use of inverted commas.	I can consistently use apostrophes for singular and plural possession.		
Planning, Writing and Editing	<p>I can write narratives about personal experiences and those of others (real and fictional).</p> <p>I can write about real events.</p> <p>I can write simple poetry.</p> <p>I can plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>I can encapsulate what I want to say, sentence by sentence.</p> <p>I can make simple additions, revisions and corrections to my own writing by evaluating my writing with the teacher and other pupils.</p> <p>I can reread to check that my writing makes sense and that the correct tense is used throughout.</p> <p>I can proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>I can begin to use ideas from my own reading and modelled examples to plan my writing.</p> <p>I can proofread my own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>I can begin to organise my writing into paragraphs around a theme.</p> <p>I can compose and rehearse sentences orally (including dialogue).</p>	<p>I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>I can consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>I can proofread consistently and amend my own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.</p> <p>I can consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>I can proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>I can consistently link ideas across paragraphs.</p> <p>I can proofread my work to assess the effectiveness of my own and others' writing and to make necessary corrections and improvements.</p>	<p>I can note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>I can use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>I can use a wide range of devices to build cohesion within and across paragraphs.</p> <p>I can habitually proofread for spelling and punctuation errors.</p> <p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I can recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to my writing.</p>
Awareness of Genre	I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.	I can demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and	I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). I can write a range of narratives that are well- structured and well-paced.	I can consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and	I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for my own writing (including literary language, characterisation, structure, etc.).

	<p>I can use new vocabulary from my reading, my discussions about it (one- to-one and as a whole class) and from my wider experiences. I can read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>learn from its structure, vocabulary and grammar. I can begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). I can make deliberate ambitious word choices to add detail. I can begin to create settings, characters and plot in narratives.</p>	<p>I can create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. I can begin to read aloud my own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>layout devices for a range of audiences and purposes. I can describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. I can regularly use dialogue to convey a character and to advance the action. I can perform my own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>I can distinguish between the language of speech and writing and to choose the appropriate level of formality. I can select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>
Sentence Construction	<p>I can use the present tense and the past tense mostly correctly and consistently. I can form sentences with different forms: statement, question, exclamation, command. I can use some features of written Standard English.</p>	<p>I can maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. I can use 'a' or 'an' correctly throughout a piece of writing</p>	<p>I can always maintain an accurate tense throughout a piece of writing. I can always use Standard English verb inflections accurately, e.g. 'we were' and 'I did'.</p>	<p>I can use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. I can ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>I can ensure the consistent and correct use of tense throughout all piece of writing, including the correct subject and verb agreement when using singular and plural.</p>