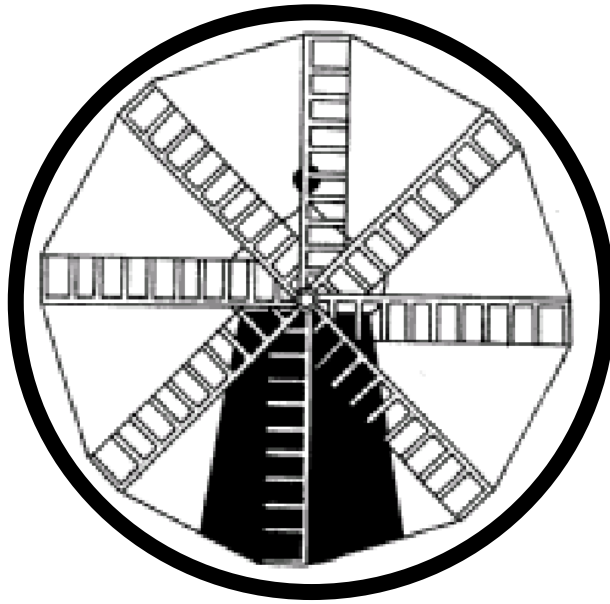


Heckington St. Andrew's Primary School



English Learning Journey

Name: _____

YEAR THREE

PUNCTUATION

<i>I can accurately punctuate sentences with capital letters.</i>	<i>I can accurately punctuate sentences with full stops.</i>	<i>I can accurately punctuate sentences with question marks.</i>
<i>I can accurately punctuate sentences with exclamation marks.</i>	<i>I can use a capital letter for most proper nouns.</i>	<i>I can use a comma to make meaning clearer within a sentence.</i>
<i>I can identify and use the term "direct speech" when I am talking about my reading or writing.</i>	<i>I can use inverted commas to indicate direct speech.</i>	<i>I can use a capital letter to mark the start of direct speech</i>
<i>I can use the correct punctuation to separate the spoken word and the rest of the sentence.</i>	<i>I know that a capital letter should be used for each line of a poem.</i>	<i>I can shorten words using an apostrophe for contraction (I'll, don't).</i>
<i>I can use the possessive apostrophe in words with regular plurals.</i>		

GRAMMAR

I know that a verb is an action word.	I know that a sentence cannot make sense without a verb.	I can collect and classify examples of verbs from my reading.
I can use the past tense consistently in my writing.	I can use the perfect form of verbs to show relationships of time and cause	I can use the present perfect tense sometimes in my writing (e.g. He has gone out to play)
I can find good adverbs to describe the verb .	I know some word families based on common words (e.g. solve, solution, solver, dissolve, insoluble)	I understand collective nouns (e.g. a team of players)
I can use comparative nouns (e.g. long, longer, longest).	I can use abstract nouns to show feelings and thoughts.	I can form nouns using a range of prefixes such as super-, anti-, auto- etc.
I understand the term pronoun and know they take the place of the noun.	I can use a pronoun instead of a common or proper noun in my writing.	I know the difference between personal pronouns (I, you, him) and possessive pronouns (my, yours, hers)
I can use 1st, 2nd and 3rd person pronouns in my writing (I, me, we, you, she, her, then)	I know that pronouns are used to mark gender: he, she, they, etc.	I can make sure there is grammatical agreement in speech and writing of pronouns and verbs (e.g. I am, we are)

GRAMMAR

<i>I know that a sentence with two verbs of equal weight is a compound sentence.</i>	<i>I can use the connectives: when, because, until, before in my writing.</i>	<i>I can express time by using connectives, adverbs and prepositions</i>
<i>I can express place by using connectives, adverbs and prepositions</i>	<i>I can express cause by using connectives, adverbs and prepositions</i>	<i>I can collect and classify adjectives according to colour, size, moods, etc.</i>
<i>I know that adjectival phrases act together as an adjective.</i>	<i>I understand what a simile is and can use them in my writing.</i>	<i>I understand what a metaphor is and can use them in my writing.</i>
<i>I can group related information in a paragraph.</i>	<i>I can use the determiners “a” or “an” depending on whether the next word begins with a consonant or a vowel.</i>	<i>With help I can recognise the singular and plural forms in speech.</i>
<i>I can transform sentences from singular to plural and vice versa.</i>	<i>I know which nouns can be pluralized and which cannot (e.g. trousers, rain)</i>	<i>I am beginning to understand the difference between Standard and non-Standard English</i>

WRITING

Thinking before Writing

I can plan my writing by looking at writing that is similar and noting grammatical features and use of vocabulary.	I can create checklists for my own writing thinking about the main features.	I can note down new ideas, key words and topic specific vocabulary in a given planning format.
I can plan my writing by discussing and recording ideas.	I can draft and write by saying my sentences orally first.	I can use roleplay to help me develop imaginative and creative writing.

Thinking during Writing

I can orally rehearse sections of my writing, including the sequence of sections	I can write sentences using a wider range of grammatical features that I have learnt.	I can write grammatically accurate sentences.
I can use some adventurous word choices in my writing including new vocabulary I have learnt.	I can choose appropriate vocabulary to use in my writing.	I can write a narrative with a clear structure: settings, character and plot.
I can use headings, sub-headings and labelled diagrams to structure text and aid presentation.	I can write sentences using more than one clause using a suitable conjunction to join them.	I can use a variety of simple and complex sentences for clarity and effect.

WRITING

Thinking during Writing

<i>I am beginning to use paragraphs independently to group related material.</i>	<i>I can organise my writing by putting related points next to each other.</i>	<i>I can demarcate openings and endings.</i>
<i>I can sequence my writing logically.</i>	<i>The main features of my writing are clear.</i>	<i>I can elaborate on basic information or events by adding description to my writing.</i>
<i>I can vary the way that I start my sentences so that I don't always start with name or pronoun.</i>	<i>I can link my sentences in different ways (e.g. by using pronouns or adverbials)</i>	<i>I can include appropriate ideas and content in my writing.</i>
<i>I can use poetic structures and techniques.</i>	<i>I can write about real events, in chronological order, using a structure or orientation, events, reorientation with some expanded detail in one or more sections.</i>	<i>I can draw on my experience of non-fiction texts to produce my own informative writing, using models to help me.</i>
<i>I can choose appropriate logical conjunctions to link ideas when writing to persuade.</i>	<i>I can include more features of persuasion in my writing.</i>	<i>I can indicate a clear viewpoint through choice of negative or positive vocabulary when writing to persuade.</i>

WRITING

Thinking after Writing

<i>I can proof-read my writing to check for spelling and punctuation errors.</i>	<i>I can make improvements to my writing by using self-assessment.</i>	<i>I can make improvements to my writing through assessing my writing with peers.</i>
<i>I can evaluate and edit by proposing changes to grammar and vocabulary.</i>	<i>I can read aloud my own writing, to a group or whole class, using appropriate expression and volume.</i>	

WORD READING

I can apply my knowledge of root words, prefixes and suffixes to read aloud fluently.	I can apply my knowledge of root words, prefixes and suffixes to understand new words.	I can read further exception words taking note of the unusual correspondence between spelling and sound.
I can attempt to pronounce unfamiliar words drawing on my knowledge of words that look similar.	I can use a range of strategies to read with fluency, understanding and expression.	I can read independently using a range of strategies appropriately, including decoding, to understand the meaning of a text.
I can read aloud with expression and intonation taking into account . ? , ' ! " "	I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	I can read silently on most occasions.
I can read homophones and near homophones to assist understanding.	I can read words with contractions and understand that the apostrophe represents an omitted letter.	I can show automatic grapheme-phoneme correspondences for phonemes taught especially alternative pronunciation for graphemes.
I can read books, some selected with my teacher, to extend my reading ability.		

Responding to Reading

I can read or listen to, discuss and write about a range of texts.	I can prepare poems and playscripts to read aloud, using tone, volume and actions to show understanding	I can retell a wide range of stories, including myths and legends and traditional tales.
I can recite longer poems or parts of narrative poems, as apart of a group, beginning to remember repeated sections by heart.	I can make choices about which texts to read based on books I have already read.	I can participate in discussions about texts, taking turns and listening to what others say, valuing their opinion.
I can discuss my understanding of, and explain clearly, the meaning of words in context.	I can say why I have chosen a specific text to read.	I can show how to use an information book (e.g. using layout, index, contents)

Linguistic Skills

I can identify and self-correct using knowledge acquired from being to and my own experience.	I can explain some basic features of language used (e.g. adjectives, adverbs, etc.)	I can identify themes and conventions in a wide range of fiction texts (e.g. a diary entry is written in the 1 st person).
I can identify the purpose of different parts of a non-fiction texts (e.g. sub-headings, numbering, etc.)	I can identify some different forms of poetry.	I can use dictionaries and thesauri to find the meaning of new words, expressing interest in the meaning and origin of words.

LITERAL COMPREHENSION

I can identify what information I need to look for.	I can summarise and explain the main points in a text, referring back to the text to support this.	I can ask literal questions to improve my understanding of a text.
I can retrieve and record information from non-fiction texts.	I can read books for a range of purposes.	I can answer literal questions to improve my understanding of a text.

INFERENTIAL COMPREHENSION

I can identify the main purpose / viewpoint that the writer shows in a text.	I can predict what might happen based on my knowledge from / of the text and wider connections.	I can make simple connections between texts I have read.
I can explain how and why main characters act in certain ways in a story, using evidence from the text.	I can make some inferences about a character's feelings, thoughts and motives based on the language used in the text.	I can create inference questions based on a single point of reference in the text.
I can identify a few basic features of language and talk about how these contribute to meaning.	I can discuss reasons for events in stories by beginning to use clues in the story.	I can link the effect on the reader to personal experience (e.g. "She was kind, like my gran")

SPELLING

I can add suffixes beginning with vowel letters to words of more than one syllable.	I can spell the /i/ sound spelt y elsewhere than at the end of words (e.g. myth, gym, mystery)	I can spell word using more prefixes (e.g. re -, un -, dis -, mis -, in -, pre -, de -)
I can add the suffix -ly to spell words where the spelling of the root word changes (e.g. completely, usually, finally, comically)	I can spell words ending with the sound /zh/ (e.g. treasure, pleasure, creature, picture)	I can spell words with the /ay/ sound spelt ei , eigh or ey (e.g. vein, weigh, eight, neighbour)
I can spell words with the possessive apostrophe—including plural words (e.g. girls', boys', children's)	I can spell homophones and near-homophones (e.g. accept/except, groan / grown, scene / seen)	I can spell more difficult words ending in -le including where I need to double the letters before adding -le)
I can add -ed and -ing to words ending in y where the spelling of the root word changes.	I can spell words with an irregular past tense (e.g. buy-bought, see-saw, sleep-slept)	I can spell words with silent letters (e.g. castle, scissors, gnome)
I can add -s and -es to words ending in y where the spelling of the root word changes.	I can spell words with the /k/ sound spelt ck , c and k (e.g. stick, choke, topic, etc).	I can spell words with the spelling patterns x and ex (e.g. exclaim, expand, relax)

SPELLING

I can spell more complicated words with the / or / sound (e.g. ward, August, stalk, thought)	I can spell words with the / ur / sound in the middle of a word (e.g. blur, dirt, fern, word, earn)	I can spell words with the / oo / and / yoo / sound (e.g. cruise, move, super, group)
I can add y to the end of a word where the spelling of the root words changes (e.g. smoke—smoky, wobble—wobbly)	I can add er and est to the end of a word where the spelling of the root word changes (e.g. big—biggest, funny—funniest, early—earlier)	I can spell words with the soft g sound (urgent, magic, gentle, gerbil)
I can spell words with the soft c sound (e.g. centre, notice, circle, success)		

SPELLINGS FOR YEAR 3

<i>address</i>	<i>answer</i>	<i>appear</i>	<i>arrive</i>	<i>believe</i>	<i>breathe</i>
<i>build</i>	<i>caught</i>	<i>centre</i>	<i>certain</i>	<i>circle</i>	<i>consider</i>
<i>decide</i>	<i>describe</i>	<i>different</i>	<i>early</i>	<i>eight/eighth</i>	<i>exercise</i>
<i>extreme</i>	<i>favourite</i>	<i>February</i>	<i>fruit</i>	<i>grammar</i>	<i>group</i>
<i>heard</i>	<i>heart</i>	<i>height</i>	<i>history</i>	<i>increase</i>	<i>important</i>
<i>interest</i>	<i>island</i>	<i>learn</i>	<i>mention</i>	<i>minute</i>	<i>natural</i>
<i>notice</i>	<i>often</i>	<i>peculiar</i>	<i>promise</i>	<i>purpose</i>	<i>recent</i>
<i>remember</i>	<i>sentence</i>	<i>special</i>	<i>straight</i>	<i>strange</i>	<i>thought</i>
<i>through</i>	<i>weight</i>				

HANDWRITING

<i>I can find my own comfortable position for writing.</i>	<i>My handwriting is becoming more fluent with letters of consistent and equal size.</i>	<i>I can ensure that capitals are the appropriate size and do not join to lower case letters.</i>
<i>My handwriting is becoming more fluent where my known joins are used correctly.</i>	<i>My handwriting is becoming more fluent with ascenders and descenders parallel to each other.</i>	<i>My handwriting is becoming more fluent with regular spaces within and between words.</i>
<i>I can use the diagonal and horizontal strokes accurately to join letters.</i>	<i>I know which letters are the break letters and are left unjoined.</i>	<i>I can practise/improve letter strings in similar words.</i>
<i>I can form numbers of the correct size, orientation and relationship to one another.</i>	<i>I am becoming more secure at joining and I am able to use joined up writing for most of my work.</i>	<i>I can write at a faster speed so I can produce longer pieces of writing.</i>

SPOKEN LANGUAGE

<i>I can sequence and communicate my ideas in an organised and logical way in complete sentences as required.</i>	<i>I can vary the amount of detail and choice of vocabulary depending on the purpose and audience.</i>	<i>I can participate fully in paired and group discussions.</i>
<i>I can show understanding of the main points in a discussion.</i>	<i>I can show some awareness of how and when Standard English is used.</i>	<i>I can explain the differences between formal and informal register.</i>
<i>I can show I have listened carefully through making relevant comments.</i>	<i>I can ask relevant questions to clarify meaning and to show I have listened carefully.</i>	<i>I can listen and respond to a speaker's main points, making generally relevant comments and suggestions.</i>
<i>I can talk confidently in different contexts, exploring and communicating ideas.</i>	<i>I can formally present my ideas or information to an audience.</i>	<i>I recognise that meaning can be expressed in different ways depending on the context.</i>
<i>I can perform poems from memory adapting expression and tone where needed.</i>	<i>I can respond appropriately to comments made by others.</i>	<i>I can read aloud written work, independently, in pairs and in small groups.</i>

YEAR FOUR

PUNCTUATION

<i>I can use commas to mark grammatical boundaries in sentences.</i>	<i>I can use commas after fronted adverbials.</i>	<i>I can identify common punctuation marks: semi-colon</i>
<i>I can identify common punctuation marks: colon</i>	<i>I can identify common punctuation marks: dashes</i>	<i>I can identify common punctuation marks: hyphens</i>
<i>I can identify common punctuation marks: speech marks (inverted commas)</i>	<i>I can use apostrophes to mark singular and plural possession.</i>	<i>I can distinguish between the plural and possessive "s"</i>
<i>I can distinguish between the apostrophe for contraction and possession.</i>	<i>I can use inverted commas accurately to demarcate direct speech and some dialogue.</i>	<i>I can use other punctuation to indicate direct speech.</i>
<i>I can punctuate all sentences accurately in my writing (i.e. A . ! ?)</i>	<i>I can check my writing for correct capitalisation, making amendments where necessary.</i>	

GRAMMAR

I understand that tense refers to time.	I know whether a word is a verb or not by testing if the tense can be changed.	I know how tense relates to the purpose and structure of a text.
I can use the standard English form for verb inflections (e.g. we were and not we was)	I can generally choose accurate tense and verb forms in my writing.	I am starting to apply Standard or non-standard English when writing dialogue.
I can confidently express time, place and cause by using conjunctions, prepositions and adverbs.	I can pick out where adverbs occur in a sentence and how they are used to qualify the meaning of the verb.	I can collect and classify examples of adverbs.
I can use fronted adverbials (e.g. Later that day, I heard the bad news)	I can expand noun phrases by adding modifying adjectives, nouns and prepositional phrases.	I can compare adjectives on a scale of intensity (e.g. hot, warm, tepid, lukewarm, chilly, cold)
I can use suffixes to indicate degrees of intensity (e.g. hottish, warmer, coldest).	I understand the importance of word order in a sentence.	I can use paragraphs to organise my ideas around a theme.
I can use nouns/pronouns to aid cohesion across a text.	I can use the appropriate form of noun or pronoun within and across sentences to avoid repetition.	I can use the terms: determiner, pronoun, possessive pronoun and adverbial.

WRITING

Thinking before Writing

I can orally plan the structure of a whole piece of writing, including the supporting detail in each section of writing.	I can plan my writing by discussing writing that is similar.	I can plan my writing by discussing and recording ideas.
I can select the main features of a given model, using only structural headings as guidance.	I can create checklists for my own writing.	I can use a variety of planning structures to make notes which summarise key ideas.
I can create and sustain a range of roles in order to develop creative and imaginative writing.		

Thinking during Writing

I can orally rehearse structured sentences or sequences of sentences before writing.	I am beginning to open paragraphs with topic sentences.	I can write using an increasing range of sentence structures.
I can vary the order and sequence of my ideas/ sentences, finding the most effective way to organise content into paragraphs.	I can use a range of sentences with more than one clause.	I can use deliberate language choices to add interest, detail and improve clarity.

WRITING

Thinking during Writing

<i>The openings and closings of my writing are usually signalled.</i>	<i>I can try to adopt a viewpoint in my writing.</i>	<i>I can write with an appropriate style, thinking about my reader.</i>
<i>I can write a narrative with clear features: opening, complication and a resolution/ending.</i>	<i>I can write longer stories, including some events skimmed and others written in more detail.</i>	<i>I can show a clear purpose to my writing.</i>
<i>I can use expanded noun phrases with modifying adjectives and prepositional phrases to add interest to my writing.</i>	<i>I can use a range of different conjunctions in my writing to show cohesion within paragraphs.</i>	<i>I can use a range of different adverbs in my writing to show cohesion within paragraphs.</i>
<i>I am beginning to use other forms of speech (e.g. reported speech and dialogue).</i>	<i>My writing includes the main features which are clear and appropriate.</i>	<i>I can arrange my writing clearly under headings and sub-headings.</i>
<i>I can experiment with language features and vocabulary choice when writing poetry.</i>	<i>I can write about real events in chronological order with relevant structure and details.</i>	<i>I can write a range of non-fiction texts in a range of different forms.</i>

WRITING

Thinking during Writing

<i>I am using a range of appropriate and logical conjunctions to link ideas and add detail when writing to persuade.</i>	<i>I can recognise and use some features of persuasion in my writing.</i>	<i>I can confidently write in role, showing a negative or positive viewpoint when writing to persuade.</i>
<i>I can write an opposing viewpoint when writing a discussion text.</i>		

Thinking after Writing

<i>I can use my proofreading skills to check my writing in detail to find errors in spelling, punctuation and grammar.</i>	<i>I can use proofreading to edit and improve my own writing.</i>	<i>I can use my proofreading to set myself a writing target.</i>
<i>I can read my writing aloud thinking about tone of voice to enhance a performance.</i>		

WORD READING

I can use the context of a sentence to assist reading of unfamiliar words.	I can read silently or aloud or an audience using books/texts which are age-appropriate.	I can read a wider range of texts independently using a range of strategies, including decoding, to establish meaning.
I can read with increasing fluency, embedding polysyllabic words more easily.	I can read a range of exception words recognising the unusual correspondence between spelling and sound.	I can read aloud with intonation and expression, taking into account higher level punctuation, including ... () -
I can apply my knowledge of morphology and etymology to help me read aloud and understand new vocabulary.	I can read for a range of purposes.	I can check that a text makes sense.
I can independently use knowledge of compound words to assist expression and stressing meaning.	I can pronounce homophones/near homophones carefully when reading aloud to clarify meaning.	I can read contraction words carefully, and understand the difference between "we're" and "were".
I can make my own book choices, using the blurb/ peer recommendation / author to help my book choice.		

Responding to Reading

I can listen to, discuss and write detailed comments about a wide range of fiction, poetry, plays and non-fiction.	I can prepare poems and play scripts to read aloud, varying my intonation, tone, volume and actions to make the meaning clear.	I can retell a wide range of stories, including myths and legends and traditional tales, by ordering the main points in a logical sequence.
I can recite lines from short plays by heart, using appropriate intonation, volume and expression.	I can read texts by an increasing number of authors and across a wider variety of genres.	I can explain my preferences for different texts that I have read.
I can make effective use of libraries and related services, with some guidance.	I can discuss paragraphs, chapters and sections using a range of explanation types.	I know the difference between fact and fiction.

Linguistic Skills

I can identify and self-correct errors, using the context of new or unfamiliar words or vocabulary knowledge.	I can explain basic features of language structure and presentation, and explain how they contribute to meaning.	I can explain the basic features of a range of text types.
I can recognise different types of poetry.	I can read from a wide range of sources to consolidate and extend vocabulary (e.g. dictionaries, thesauri, reference books).	I can comment on the author's choice of language to create mood and build tension.
I can discuss and record words and phrases that writers use to engage and impact on the reader.	I can discuss the meaning of words in context.	I can identify how the writer has used precise word choices for effect to impact on the reader.

LITERAL COMPREHENSION

I am able to quote directly from the text to support my thoughts and discussion.	I can locate information by using skimming and scanning.	I can use text marking to help me retrieve information or ideas from a text.
I can ask relevant questions to show my understanding of a text.	I know which books to select for a specific purpose.	I can find and record information independently from non-fiction using features.
I can identify the main ideas drawn from more than one paragraph and summarise them.	I can read books that are structured in different ways.	I can read books for a range of purposes.

INFERENTIAL COMPREHENSION

I can discuss reasons for actions and events based on evidence in a text.	I can recognise features of the context of a text (e.g. historical setting, etc.)	I can discuss words and phrases that capture the reader's imagination and discuss how these contribute to meaning.
I can use empathy to consider characters' points of view and so can say what that character is thinking / feeling and the way they act.	I can recognise how a character is presented in different ways and respond to this with reference to the text.	I predict what might happen from details, both stated and implied, and from my growing experience of books.
I can use clues from action, description and dialogue to establish meaning.	I can explain how structure contributes to meaning.	I can independently create simple inference questions.
I can look for and recognise themes in what I have read (e.g. triumph of good over evil).	I can make simple comments about the main purpose of a text, beginning to recognise authorial intent.	

SPELLING

I can spell the /u/ sound spelt ou (e.g. young, touch, double, trouble, etc.).	I can spell the suffix – ation (e.g. information, adoration, etc.).	I can spell endings with – sion (e.g. division, invasion, decision, etc.).
I can spell the suffix – ous , – ious (e.g. poisonous, dangerous, famous, serious, etc.).	I can spell endings with the sound /shun/ – tion , – sion , – ssion , – cian (e.g. invention, comprehension, discussion, musician, etc.).	I can spell words with the /k/ sound spelt ch (e.g. scheme, chorus, chemist, etc.).
I can spell words with the /sh/ sound spelt ch (mostly French in origin) (e.g. chef, chalet, machine, etc.).	I can spell words ending with the /g/ sound spelt – gue (e.g. league, tongue, etc.).	I can spell words ending with the /k/ sound spelt – que (e.g. antique, unique, etc.).
I can spell words with the /s/ sound spelt sc (Latin origin) (e.g. science, scene, discipline etc.).	I can spell homophones and near-homophones (e.g. leak/leek, piece/peace, etc.).	I can spell words with y as a vowel (e.g. pyramid, myth, cylinder, etc.).
I can spell words with tricky plurals (e.g. leaf-leaves, lady-ladies, etc.).	I can spell words with the letter strings: ear (e.g. beard, weary, pear, etc.).	I can spell words with the letter strings: gh (e.g. naughty, daughter, neighbour, etc.).

SPELLING

I can spell words with the prefixes al , a , ad and be (e.g. alone, adverb, become, etc.).	I can spell longer words using knowledge of prefixes and root words (e.g. recycle, imperfect, uncover, etc.).	I can spell more complex words by adding ly (e.g. really, lovely, simply, etc.).
I can apply the rules to add ed and ing (e.g. relaxing, escaping, terrified, doubled, etc.).	I can spell adjectives with the suffixes al , ic , able , ive (e.g. poetic, agreeable, attractive, etc.).	I can spell verbs with the suffixes ise , ify , ate and en (e.g. glorify, educate, weaken, advertise, etc.).
I can form a range of nouns using the suffixes ness , ment , ship , hood , dom , age , ity , ist .	I can spell words with the endings ible and able (e.g. terrible, available).	I can spell words with the possessive apostrophe for plurals (e.g. men's, workers', girls', etc.).
I can spell longer words by breaking them into syllables (e.g. confident, different, particular, etc.).	I can spell words by using knowledge of word families (e.g. one once, image imagine, etc.).	I can spell words using knowledge of Greek and Latin prefixes (e.g. bi bicycle, uni uniform, etc.).

SPELLINGS FOR YEAR 4

accident (ally)	actual(ly)	bicycle	breath	busy/business	calendar
century	complete	continue	difficult	disappear	earth
enough	experience	experiment	famous	forward(s)	guard
guide	imagine	knowledge	length	library	material
medicine	naughty	occasional (ly)	opposite	ordinary	particular
perhaps	popular	position	possess(ion)	possible	potatoes
pressure	probably	quarter	question	regular	reign
separate	strength	suppose	surprise	therefore	though / alt- hough
various	woman / women				

HANDWRITING

<i>I can check my own handwriting position and equipment.</i>	<i>I can check my own writing for consistent sizing of letters.</i>	<i>I can set my own targets to improve my handwriting.</i>
<i>I can use the diagonal and horizontal strokes accurately to join letters.</i>	<i>I know which letters are the break letters and are left unjoined.</i>	<i>My handwriting is becoming more fluent with letters of consistent size.</i>
<i>My handwriting is becoming more fluent where my known joins are used correctly.</i>	<i>My handwriting is becoming more fluent with ascenders and descenders parallel to each other.</i>	<i>My handwriting is becoming more fluent with regular spaces within and between words.</i>
<i>I am becoming more secure at joining and I am able to use joined-up writing for most of my work.</i>	<i>I can write at a faster speed so I can produce longer pieces of writing.</i>	<i>I can check place value when writing numbers for calculations.</i>
<i>I can self-check handwriting joins in many letter families.</i>	<i>I can independently leave line spaces (e.g. after a heading) and use a ruler to accurately underline.</i>	

SPOKEN LANGUAGE

<i>I can ask questions to clarify or develop understanding.</i>	<i>I can sequence, develop and communicate ideas in an organised, logical way in complete sentences when needed.</i>	<i>I can show understanding of the main points and significant details in discussion.</i>
<i>I can adapt what is said to meet the needs of the audience / listener.</i>	<i>I can vary the use and choice of vocabulary dependent on the audience and purpose.</i>	<i>I can show understanding of how and why language choices vary in different contexts.</i>
<i>I can present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</i>	<i>I can justify my answers with evidence.</i>	<i>I understand when the context requires the use of Standard English.</i>
<i>I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.</i>		