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| **Writing** Step 5 exploring |  | **Writing** Step 5 achieving |  | **Writing** Step 5 exceeding |  |
| I can, with help, name the type of text and describe when you might use it |  | I can usually name the type of text and describe when you might use it. |  | I can confidently name the type of text and describe when you might use it |  |
| I can, with help, use notes and pictures to plan writing. |  | I can usually work independently to plan writing, recording my ideas in an appropriate way. |  | I can confidently plan writing, using discussion to improve and develop my ideas. |  |
| I can think about each sentence before I write it, and with help, use new words. |  | I can usually think about each sentence before I write it, using simple, compound and complex sentences and new words. |  | I can usually think about each sentence before I write it, using simple, compound and complex sentences and imaginative words. |  |
| I can sometimes plan my writing in sections/paragraphs before I start. |  | I can usually plan my writing in sections/paragraphs before I start. |  | I can confidently plan my writing in sections/paragraphs before I start, and develop ideas within and between these. |  |
| I can, with help, create settings, characters and a simple plot appropriate for a story. |  | I can usually create settings, characters and a plot that are appropriate for a story, and add details into descriptions. |  | I can confidently create settings, characters and a plot that are appropriate for a story, and add detailed descriptions and dialogue between characters. |  |
| I can, with help, use appropriate features to organise my non-fiction writing. |  | I can usually use appropriate features to organise my non-fiction writing. |  | I can confidently use a range of appropriate features to organise my non-fiction writing. |  |
| I can, with help, read my own and others’ work and check how effective it is, suggesting how to make improvements. |  | I can usually read my own and others’ work and check how effective it is, suggesting how to make improvements. |  | I can confidently read my own and others’ work and check how effective it is, suggesting how to make improvements. |  |
| I can, with help, proof-read my own writing, correcting and improving the language, grammar and use of pronouns. |  | I can usually independently proof-read my own writing, correcting and improving the language, grammar and use of pronouns. |  | I can confidently and independently proof-read my own writing, correcting and improving the language, grammar and use of pronouns. |  |
| I can, with help, spot some Step 5 mistakes in spelling and punctuation in my own and others’ writing, and know how to correct them. |  | I can usually spot most of the Step 5 mistakes in spelling and punctuation in my own and others’ writing, and know how to correct them. |  | I can confidently spot all Step 5 mistakes in spelling and punctuation in my own and others’ writing, and know how to correct them. |  |
| I can, with help, read my writing out, taking notice of punctuation to give intonation. |  | I can read my writing out, taking notice of punctuation to give intonation. |  | I can read my writing out using changes in pace, emphasis and some different voices. |  |