

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.	