

# Writing – ‘I Can...’ Statements Band 5



## St Paul's CE Primary School Millbrook Park CE Primary School



I can explain how likely something is using <i>adverbs</i> e.g. <i>perhaps, surely</i>	I can make notes and develop relevant content ideas from my reading to use in my writing.	I can build effective <i>relative clauses</i> beginning with ; <i>who, which, where, when, whose, or that</i>	I know the difference between words that are often confused e.g. <i>where/were</i> or are misspelt from the year 5 spelling list.
I can explain how likely something is using <i>modal verbs</i> e.g. <i>might, should, will, must</i>	I can create my own imaginative characters & settings based upon the work of real authors.	I can build <i>relative clauses</i> where the <i>relative pronoun</i> is omitted e.g. <i>The prize I won was a book.</i>	I know the difference between <i>homophones</i> that are often confused e.g. <i>witch/which</i>
I can use tense choices effectively to join ideas in a paragraph e such as the <i>past perfect</i> e.g. He <i>had seen</i> her before.	I can develop an atmosphere in my description of a setting using a range of stylistic devices appropriately e.g. <i>similes or metaphors</i>	I am secure in my use of <i>layout devices</i> e.g. <i>headings, subheadings, columns, bullet points, or tables</i>	I can change nouns or adjectives into verbs using the <i>suffixes</i> ; <i>-ate; -ise; -ify</i> e.g. <i>class/ classify</i>
I am starting to use the <i>active</i> and <i>passive voice</i> & identify the <i>subject/object</i> in a sentence. e.g. <i>The girl dropped a pen/ The pen was dropped by the girl.</i>	I am starting to use the <i>active</i> and <i>passive voice</i> to achieve intended effects in <i>formal reports, explanations</i> and <i>mystery narrative.</i>	I use a range of devices such as conjunctions to join ideas. e.g. <i>then, after that, this, firstly</i>	I can investigate verb <i>prefixes</i> and their meanings. e.g. <i>dis-, re-, mis-, over-</i>
I can identify & use <i>colons</i> to introduce a list :	I can blend action, description & dialogue to convey character & advance the action effectively in my stories	I can use devices such as <i>in the meantime, meanwhile, until then</i> to join paragraphs in narrative	I can spell some words with <i>silent</i> letters e.g. <i>Knight, psalm, solemn</i>
I can use brackets to show <i>parenthesis</i> (add an explanation or aside) in my writing.	I can identify the purpose for my writing and select the appropriate form to suit the reader e.g. persuasive formal letter	I can create and punctuate complex sentences using <i>-ing openers</i> e.g. <i>Sobbing uncontrollably, the girl left the room</i>	I can write legibly and fluently joining where appropriate
I can use dashes to include additional information/ <i>parenthesis</i> e.g. <i>Alex - my best friend - is coming to my house tonight.</i>	I can select ambitious and new word choices appropriately for my purpose using a thesaurus & my knowledge of word formation.	I can create and punctuate complex sentences using <i>-ed openers</i> e.g. <i>Terrified by the dragon, George fell to his knees.</i>	I am developing my own personal clear and neat handwriting style
I know how to use commas to include additional information/ <i>parenthesis</i> e.g. <i>Emma, Claire's mum, baked the cake.</i>	I can proof read my own work checking for example that it makes sense & tenses are consistent.	I can link ideas in an explanation or discursive text using <i>cohesive devices</i> such as <i>on the other hand, similarly, in contrast.</i>	I can decide which handwriting standard is appropriate for a task e.g. <i>quick notes/ final version</i>
I can explore how <i>hyphens</i> or <i>commas</i> can be used to avoid ambiguity e.g. <i>Man-eating shark / man eating shark</i>	I can reflect on the content of my writing and add relevant description or information.	I can link ideas across paragraphs using <i>adverbials</i> for <i>time, place &amp; number</i> e.g. <i>later, nearby, secondly</i>	I can choose when it is appropriate to <i>print</i> or to <i>join</i> my writing e.g. <i>printing for labelling a scientific diagram</i>

Vocabulary, Grammar & Punctuation

Composition- effectiveness for purpose

Composition- structure & organisation

Spelling & Handwriting