

I can...	Target	Date
1. Handwriting: Make sure down strokes of letters are parallel and equidistant and lines of writing are sufficiently spaced so that ascenders & descenders do not touch.		
2. Use present perfect form of verbs.		
3. Expand noun phrases by	modifying adjectives	
	adding prepositions	
4. Use fronted adverbials followed by commas. (Swiftly, Unexpectedly,)		
5. Use standard English forms ('we were...' not 'we was...').		
6. Use inverted commas correctly		
7. Draft and write: Use paragraphs to organise ideas around a theme.		
8. Write legibly, fluently and with increased speed varying style		
9. Use verb forms correctly	10. simple –play	
	11. progressive-playing	
	12. perfect-have played	
13. Use modal verbs (must, could, should, would, must, may, will can, shall, ought)		
14. Use adverbs (possibly, suspiciously)		
15. Use relative clauses beginning with the 5Ws (who, what, where, which when) and how		
16. Convert nouns or adjectives into verbs using suffixes (-ate, -ise, -ify).		
17. Use verb prefixes dis-, de-, mis-, over-, re- .		
18. Use brackets to indicate parenthesis.		
19. Use dashes for parenthesis		
20. Use commas for parenthesis		
21. Use commas to clarify meaning or avoid ambiguity		
22. Use the apostrophe for contraction (can't, isn't)		
23. Use the apostrophe for possession (Mum's bag)		
24. Use cohesive devices within a paragraph (then, after that, this,)		
25. Link ideas <u>across</u> paragraphs using adverbials of time (later), place (nearby) and number (secondly).		
26. Integrate dialogue to convey character and advance action.		
27. Use a thesaurus to understand synonyms and antonyms.		
28. Use a dictionary for spellings and meanings.		
29. Spell correctly most words from the 5/6 spelling list		
30. Evaluate and edit: Ensure consistent use of tense throughout.		

I can...	Date
1. Spell words containing first 40+ sounds.	
2. Spell common exception words and days of the week.	
3. Say the alphabet in order and use letter names to distinguish between alternative spellings of the same sound (e.g. <u>sleep</u> / <u>clean</u>).	
4. Use suffixes for verbs (e.g. helping, helped, helper).	
5. Use plural suffixes -s and -es (e.g. dogs, matches).	
6. Use and understand prefix un- to change the meaning of words (e.g. unkind).	
7. Spell words with alternative sounds correctly, including common homophones.	
8. Add suffixes -ed, -er, -est & -ing to words ending in y.	
9. Add suffixes -ment, -ness, -ful, -less & -ly to root words.	
10. Spell 50 to 100 of the commonly misspelt words from Year 3/4.	
11. Spell words ending -sion and -ure.	
12. Spell words containing ei/eigh/ey.	
13. Spell words containing 'i' sound spelt 'y' (e.g. myth/gym).	
14. Spell words containing 'u' sound spelt 'ou' (young, touch).	
15. Add suffixes (ing, er, en, ed) to words with more than one syllable	
16. Use the suffixes -ation, -ly and -ous.	
17. Use and understand prefixes un-, dis-, mis- and in- .	
18. Spell all of the commonly misspelt words from Year 3/4.	
19. Spell words with grapheme 'ch' sounding like 'c' (Greek origin e.g. chemist) and 'sh' (mostly French origin e.g. chef).	
20. Spell words ending with -gue and -que (French origin).	
21. Spell words with 's' sound spelt 'sc' (Latin origin e.g. science).	
22. Use homophones and near homophones from Year 3/4, and know the difference in meaning.	
23. Use prefixes before root words starting with l, m, p and r.	
24. Use and understand prefixes: re-, sub-, inter-, super-, anti-, auto-.	
25. Use suffixes which end -ion and -ian (spelt -tion, -sion, -ssion, -cian).	
26. Spell 50 to 100 of the commonly misspelt words for Year 5/6.	
27. Spell words with 'ei' after 'c'.	
28. Spell -ough words.	
29. Spell words with silent letters.	
30. Accurately use -ce and -se (e.g. advice/advise).	
31. Uses suffixes -cious or -tious, and -cial or -tial.	
32. Use suffixes -ant, -ance or -ancy, and -ent, -ence and -ency.	