

Name:



### Writing Next Steps Bookmark - Pink

S	P	T	Transcription
P1			Form nouns using a range of prefixes [for example super-, anti-, auto-]
P2			Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
P3			Show understanding of word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
P4			Spell most homophones correctly
<b>Grammar, Punctuation and Vocabulary</b>			
P5			Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]
P6			Express time, place and cause using adverbs [for example, then, next, soon, therefore]
P7			Express time, place and cause using prepositions [for example, before, after, during, in, because of]
P8			Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
P9			Some use of inverted commas to punctuate direct speech
<b>Text and Structure</b>			
P10			In narratives, creating settings, characters and plot
P11			In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
P12			Begin to use paragraphs as a way to group related material
P13			Plan by discussing and recording ideas
<b>Presentation, Evaluation and Improvement</b>			
P14			Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
P15			Assess the effectiveness of their own and others' writing and suggesting improvements
P16			Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
P17			Proof-read for spelling and punctuation errors
P18			Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
<b>☆☆☆ Exceeding ☆☆☆</b>			
P19			Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
P20			Mostly use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
P21			Organise paragraphs around a theme

Name:



### Writing Next Steps Bookmark - Pink

S	P	T	Transcription
P1			Form nouns using a range of prefixes [for example super-, anti-, auto-]
P2			Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
P3			Show understanding of word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
P4			Spell most homophones correctly
<b>Grammar, Punctuation and Vocabulary</b>			
P5			Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]
P6			Express time, place and cause using adverbs [for example, then, next, soon, therefore]
P7			Express time, place and cause using prepositions [for example, before, after, during, in, because of]
P8			Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
P9			Some use of inverted commas to punctuate direct speech
<b>Text and Structure</b>			
P10			In narratives, creating settings, characters and plot
P11			In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
P12			Begin to use paragraphs as a way to group related material
P13			Plan by discussing and recording ideas
<b>Presentation, Evaluation and Improvement</b>			
P14			Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
P15			Assess the effectiveness of their own and others' writing and suggesting improvements
P16			Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
P17			Proof-read for spelling and punctuation errors
P18			Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
<b>☆☆☆ Exceeding ☆☆☆</b>			
P19			Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
P20			Mostly use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
P21			Organise paragraphs around a theme