







<b>Vocabulary, Grammar and Punctuation</b>	Teacher to tick when target is met		
<b>Year 3 KLIPS</b>			
I can use conjunctions such as: when, before, after, while, so, because, if, although.			
I can use subordination.			
I can use adverbs for when, where and how, e.g. then, there, soon after, happily, angrily.			
I can use prepositions for time and place, e.g. in front of, during, after, in.			
I can use noun phrases to add description.			
I can use the present, perfect form of verbs.			
I can use paragraphs to group related material.			
I can use headings and sub-headings to organise information on the page.			
I can use capital letters, full stops, question marks and exclamation marks to punctuate sentences.			
I can use commas to separate items in list.			
I can use apostrophes to mark where letters are missing in words.			
I can use apostrophes to show singular possession.			
I can use inverted commas (speech marks) to punctuate direct speech.			
I can form nouns using a variety of prefixes, e.g. auto-, super-, anti-, un-, dis-, mis-, im-, in-.			
I can use 'a' or 'an' correctly when the next word starts with a consonant or a vowel.			
I can form adverbs with an '-ly' ending.			
I can spell words from the year 3/4 word list.			




<b>Handwriting</b>	Teacher to tick when target is met		
<b>Year 3 KLIPS</b>			
I can form lower-case letters of the correct size relative to one another.			
I can write letters with clear ascenders and descenders.			
I can form and use the four basic handwriting joins.			
I can write legibly.			




<b>Vocabulary, Grammar and Punctuation</b>	Teacher to tick when target is met		
<b>Year 4 KLIPS</b>			
I can create noun phrases and expand them by including adjectives.			
I can use fronted adverbials to show time, place and manner (when, where, how).			
I can use prepositions to show time and place (before, after, during, in).			
I can create different types of sentences using a variety of conjunctions, such as <i>when, if, because, although, before, after, while, so</i> .			
I can use a variety of nouns and pronouns to help with cohesion and avoid repetition.			
I can use the present perfect form of verbs.			
I can use paragraphs to organise writing around a theme.			
I can use headings and subheadings to organise my writing.			
I can use adverbials and conjunctions to help with cohesion.			
I can use correct punctuation (including inverted commas, capital letters and full stops) to show direct speech.			
I can use a comma after a reporting clause.			
I can use the correct end punctuation within inverted commas.			
I can use commas after fronted adverbials.			
I can use apostrophes for singular and plural possession.			
I can use the correct standard English form of verbs, for example, <i>we were</i> instead of <i>we was</i> .			
I can say when an s has been used to show a plural or possession.			
I can spell all words from the year 3/4 word list.			

<b>Handwriting</b>	Teacher to tick when target is met		
<b>Year 4 KLIPS</b>			
I can form lower-case letters of the correct size relative to one another.			
I can write letters with clear ascenders and descenders.			
I can form and use the four basic handwriting joins.			
I can write legibly.			
I can use a joined style throughout my independent writing.			
I can write with consistency in size and proportion of letters.			

<b>Vocabulary, Grammar and Punctuation</b>	Teacher to tick when target is met		
<b>Year 5 KLIPS</b>			
I can use adverbs and modal verbs to show degrees of possibility.			
I can use expanded noun phrases to show complicated information accurately, for example, <i>the haunted house next to the old oak tree</i> .			
I understand what relative clauses are and am starting to use them in my writing.			
I can use relative clauses to give additional information.			
I can use a range of sentence types to show impact.			
I can use a range of sentence types to help with cohesion.			
I can use a range of devices to help with cohesion, for example, fronted adverbials, pronouns, nouns.			
I can use brackets to show parenthesis.			
I can use dashes to show parenthesis.			
I can use commas to show parenthesis.			
I can use commas to clarify meaning and avoid ambiguity.			
I can identify the differences between informal and formal speech.			
I can identify and use verb prefixes, such as <i>un-, de-, re-, over-, dis-, mis-</i> .			
I can change nouns or adjectives into verbs using different suffixes, for example: <i>e.g rain/raining/rained</i> .			
I can suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.			
I can spell words from the Year 5 list (selected from the statutory Year 5/6 word list).			

<b>Handwriting</b>	Teacher to tick when target is met		
<b>Year 5 KLIPS</b>			
I can form lower-case letters of the correct size relative to one another.			
I can write letters with clear ascenders and descenders.			
I can form and use the four basic handwriting joins.			
I can write legibly.			
I can use a joined style throughout my independent writing.			
I can write with consistency in size and proportion of letters.			
I can write fluently using a joined style as appropriate for independent writing.			
I can choose when it is appropriate to print rather than to join writing.			

<b>Vocabulary, Grammar and Punctuation</b>	Teacher to tick when target is met		
<b>Year 6 KLIPS</b>			
I can use question tags to indicate informal language.			
I can use the passive voice to achieve different effects.			
I can use expanded noun phrases to show complicated information concisely.			
I can use the subjunctive form in very formal writing and speech.			
I can use a wide range of devices to build cohesion within and across paragraphs.			
I can use headings, subheadings, columns and captions to structure information.			
I can use accurate tense choices across my writing.			
I can use a semi-colon to separate independent clauses.			
I can use dashes and commas to show parenthesis.			
I can use hyphens to join words and avoid ambiguity.			
I can use dashes, colons and semi-colons to separate independent clauses.			
I can use colons to introduce a list.			
I can use semi-colons to separate items within a list.			
I can identify and use synonyms.			
I can identify and use antonyms.			
I can contrast formal and informal writing.			
I can blend action, dialogue and description within sentences to convey character and advance the action.			
I can blend action, dialogue and description within paragraphs to convey character and advance the action.			
I can use self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.			
I can spell all words from the statutory Year 5/6 word list).			

<b>Handwriting</b>	Teacher to tick when target is met		
<b>Year 6 KLIPS</b>			
I can form lower-case letters of the correct size relative to one another.			
I can write letters with clear ascenders and descenders.			
I can form and use the four basic handwriting joins.			
I can write legibly.			
I can use a joined style throughout my independent writing.			
I can write with consistency in size and proportion of letters.			
I can write fluently using a joined style as appropriate for independent writing.			
I can choose when it is appropriate to print rather than to join writing.			
I can write, using a joined style, with increasing speed.			
I can choose the writing implement that is best suited for a task, e.g. <i>pencil for quick notes, handwriting pen for letters, marker pens for posters.</i>			