



# Mountain Writing Trail ~ 4



## Transcription, Handwriting, Composition, Vocabulary, Grammar and Punctuation



Name:- .....

Class:- .....

Teacher:- .....

Year:- 20 /

<p>1. I can use a range of prefixes eg dis-, mis- in-, im</p>	<p>2. I can show understanding of a range of prefixes eg re-, anti-, auto-, sub-</p>	<p>3. I can use and understand the range of suffixes from the Forest and Mountain trails, including the suffix -ous</p>	<p>4. I can use the different spellings of 'shun' -tion, -sion, -cian</p>	<p>5. I can understand the meaning and spell the homophones taught so far</p>	<p>6. I can select the correct 'near homophone' to fit the sentence eg accept /except, affect/effect</p>
<p>7. I can spell all the words from the Mountain word list</p>	<p>8. I can use an apostrophe to show belonging for plural nouns eg the boys' game</p>	<p>9. I can write simple dictated sentences from memory using words and punctuation taught</p>	<p>10. I can use the first two or three letters of a word to find and check spellings in a dictionary</p>	<p>11. I can write consistently in a neat joined style</p>	<p>12. I can identify the features of a range of texts</p>
<p>13. I can plan and write a fiction text with appropriate features</p>	<p>14. I can plan and write a fiction text with appropriate features</p>	<p>15. I can organise related ideas into paragraphs in a narrative</p>	<p>16. I can make links between paragraphs eg using time or causal connectives</p>	<p>17. I can show the atmosphere of my setting through my word choices</p>	<p>18. I can show a character's personality through my word choices</p>
<p>19. I can write an imaginative text that engages the reader</p>	<p>20. I can plan and write non-fiction texts with appropriate features, showing a viewpoint</p>	<p>21. I can suggest changes to grammar and vocabulary to improve consistency e.g. accurate use of pronouns</p>	<p>22. I can proof-read for errors in spelling and punctuation taught so far</p>	<p>23. I can read my writing aloud to show meaning, by using appropriate intonation and controlling the tone and volume</p>	<p>24. I can use a fronted adverbial phrase to start my sentences e.g. 'Later that day, I heard the news'</p>
<p>25. I can use a comma after a fronted adverbial phrase sentence opener e.g. 'Later that day, I heard the news'</p>	<p>26. I can use a range of interesting sentence openers to avoid repetition</p>	<p>27. I can use a range of conjunctions in my writing e.g. in order to although, despite</p>	<p>28. I can select specific nouns to make my writing clear e.g. 'Ferrari' instead of 'car'</p>	<p>29. I can create some humour or suspense by my use of punctuation and sentence length</p>	<p>30. I can use all speech punctuation correctly in my writing e.g. a comma between narrative and direct speech; new line for new speaker etc</p>