Level 2

Name : _____

MESSAGE - I CAN:

1. Add a **title** that will hook the reader in (when I need to)

2. Use the **text structure** that will meet my purpose and then follow the rules for that text type

3. Include important **details** that the reader will need to know

4. Sort my ideas into **paragraphs**

5. **Hook** the reader in at the beginning of my writing

6. Start my sentences with different **OPENERS**, using both long and short sentences

7. **Choose my words** carefully, sometimes with the help of a thesaurus

8. Use **similes**, **onomatopoeia** and **alliteration**

9. Use **'show' not 'tell'** e.g. 'a tear rolled down my cheek' to show that I was sad

10. Use **topic words** e.g. magma & cone when writing about volcanoes

TOOLS - I CAN:

1. Spell words I don't know using **spelling rules** that I have learnt

2. Spell most words from **Lists 1 - 7**

3. Use **full stops, capital letters, exclamation marks, question marks** correctly

4. Use **commas for lists** and **speech** punctuation correctly

5. Use the right **tense** - past, present or future

6. Use different sentence types (compound and complex) using a range of interesting **CONNECTIVES** e.g. because, although, also, as well as, however, which, but, since, after, when

PROCESS - I CAN:

1. Choose the **planning organiser** I will use that will help me meet my purpose

2. **Re-read** my writing to check that it meets my purpose and that my message is clear

3. Ask people for **feedback** so I can improve my writing for my audience

4. **Edit** my writing by changing a word for a better one or by making my sentences easier to understand (think of my audience)

5. **Proof read** for spelling and punctuation, using a dictionary or class poster to correct my mistakes

6. **Re craft** my writing by changing the order of ideas and by adding detail that my audience will need to know

7. **Review** my writing critically - is this the best I can do?