

# Writing Targets



Name:

	Beginning at working towards the expected standard				
	Criteria	Taught	Autumn	Spring	Summer
1	Use capital letters and full stops in all sentences (including proper nouns)				
2	Use question marks, exclamation marks and commas in a list				
3	Use apostrophes for possession and contraction				
4	Use similes and expanded noun phrases to describe characters and settings				
5	Use inverted commas for direct speech " "				
6	Adding suffixes to spell words e.g. -less, -ment, -ful, -ly				
7	Use the present and past tense correctly and consistently				
8	To proof read and use a dictionary to check and correct unknown spellings				
9	Form letters correctly starting and finishing in the correct place, joining when needed				
10	Organise writing into paragraphs around a theme				
11	Use and punctuate direct speech ensuring a new line for each speaker				
12	Suit style to purpose e.g create characters and settings in stories				
13	Across writing, use a variety of sentences	Simple			
14		use coordinating conjunctions to write compound sentences (FANBOYS)			
15		use subordinating conjunctions to write complex sentences (ISAWAWABUB)			
16	Use an increasing range of cohesive devices within and across sentences and paragraphs	Adverbs			
17		Prepositions			
18		Nouns			
19		Pronouns			
20	Maintain accuracy of tense using different verb forms	Progressive			
21		Present			
22		Present perfect			
23		Past tense			
24	Use fronted adverbials				
25	Use all KSI punctuation properly: capital letters, full stops, question marks, exclamation marks, commas for lists				
26	Use mostly correctly	Inverted commas			
27		Apostrophes for possession			
28		Commas after fronted adverbials			
29	Spell most Year 3 and 4 words correctly including pre-fixes, suffixes and homophones.				
30	Write in legible joined handwriting				
31	Use apostrophes for plural possession				
32	Adapt my language according to my audience (e.g. 'big, terrifying tiger' or 'large, carnivorous mammal.'				
33	Create settings, characters and plots using adventurous vocabulary, inspired by what I have read				
34	Vary the structure of my direct speech e.g. "Sit down!" the conductors shouted. or The conductor shouted, "Sit down!"				
	Ending at working at Greater Depth				