Date Target Set	Targets	Achieved Independentl			
ate et	Manager and add to do do	Ach			
S D	My writing should include: GRAMMAR & PUNCTUATION				
	To vary sentence structure for effect – compound sentences using coordinating conjunctions (FANBOYS)				
	To vary sentence structure for effect – complex sentences using subordinating conjunctions (WABBITS e.g. "when", "after", "because")				
	To include relative clauses (relative pronouns: who, which, where, when, whose, that)				
	To use commas to clarify meaning (clauses)				
	To use commas to clarify meaning (fronted adverbials)				
	Parenthesis – use brackets, dashes and commas for extra information				
	To use modal verbs for degrees of possibility (will, should, might, must, could) and adverbs (perhaps, surely)				
	COMPOSITION & VOCAB				
	Identify the audience and purpose before writing (e.g report writing, adventure story)				
	Draft and link paragraphs accurately around a theme				
	Use the correct tense consistently and subject verb agreement through proof-reading				
	Linking ideas (cohesion) within a paragraph (then, after that, this, firstly)				
	Linking ideas (cohesions) across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]				
	Select high quality vocabulary (HQV) to set the scene (paint a picture with words) and use a thesaurus for synonyms				
	Develop character through dialogue (punctuate with inverted commas)				
	Organise writing (using sub-headings, columns, bullets or tables to structure text.)				
	Evaluate own writing and edit grammar and vocabulary				
	Evaluate others' writing and edit grammar and vocabulary				
	Proof-read for spelling and punctuation errors				
	SPELLING				
	Converting nouns or adjectives into verbs using suffixes [e.g, —ate; —ise; —ify] Verb prefixes [e.g, dis—, de—, mis—, over— and re—]				
	Use a dictionary to check spelling and meaning				
	To spell some of the year 5/6 word list				
	HANDWRITING				
	Write legibly, fluently and with joins				

Scroll down for Y6

GRAMMAR & PUNCTUATION Use the correct tense consistently and subject verb agreement Use a range of coordinating conjunctions to write compound sentences that include more than one main clause (FANBOYS) Use some subordinating conjunctions to write complex sentences using WABBITS e.g. "when", "after", "because" To use commas to clarify meaning (clauses) To use commas to clarify meaning (fronted adverbials) Parenthesis – use brackets, dashes and commas for extra information To use hyphens for compound adjectives (man eating shark versus man-eating shark) Use a colon to introduce a list or to give examples and for independent clauses (e.g. It's raining: I'm fed up) Use semi-colons to separate longer phrases in a list or replace conjunctions COMPOSITION & VOCAB Mentify the audience and purpose by selecting appropriate vocab (e.g. passive report for report writing, contractions for dialogue) Draft and link paragraphs accurately around a theme Select HOV to change or enhance meaning (including using a thesaurus for synonyms) Setting the scene (paint a picture with words) Include dialogue in narrative to show character Include dialogue in narrative to advance the action Organise writing (using sub-headings, columns, bullets or tables to structure text.) To use cohesion to make my writing flow and link paragraphs (adverbials, conjunctions, ellipsis) Evaluate own writing and edit grammar and vocabulary Proof-read for spelling and punctuation errors SPELLING Understand how words are related by meaning as synonyms and antonyms (for example, big, large, little). Use a dictionary to check spelling and meaning To spell most of the year 5/6 word list HANDWRTING	Set	Targets	Date Achieved Independently				
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