

Writing Targets



Name: _____

Beginning at working towards the expected standard					
	Criteria	Taught	Autumn	Spring	Summer
1	Use paragraphs to organise ideas				
2	My sentences make grammatical sense (e.g. was/were or a/an)				
3	Use the range of punctuation already taught mostly correctly:	capital letters & full stops (including proper nouns)			
4		question marks			
5		exclamation marks			
6		commas for lists and when using fronted adverbials			
7		apostrophes for contraction			
8		apostrophes for possession			
9	Spell most of the year 3/4 words correctly				
10	Spell some of the year 5/6 words correctly				
11	To proof read and use a dictionary to check and correct unknown spellings and word meanings				
12	Use legible, fluent handwriting, joining when needed				
13	Across writing, use a variety of sentences for effect	Use simple sentences			
14		Use coordinating conjunctions to write compound sentences (FANBOYS)			
15		Use subordinating conjunctions (including relative clauses) to write complex sentences (ISAWAWABUB)			
16	Use direct speech to help my reader get to know my character				
17	Use direct speech to help move the plot forwards				
18	Identify the audience and purpose by selecting appropriate vocab (e.g passive report for report writing, contractions for dialogue)				
19	Select HQV to change or enhance meaning (including using a thesaurus for synonyms)				
20	Create cohesion to make writing flow, within and across sentences and paragraphs (adverbials, conjunctions, ellipsis)				
21	Use verb tenses correctly and consistently (past tense, present tense, was/were etc.)				
22	Use a wide range of clause structures (main, subordinate, relative, embedded)				
23	Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision				
24	Use mostly correctly:	inverted commas			
25		commas to clarify meaning and show how sentences should be read			
26		the range of punctuation for parenthesis to add extra information () - - , ,			
27	Make some correct use of:	semi-colons to separate longer phrases in a list or replace conjunctions			
28		dashes			
29		colons to introduce a list or to give examples, and for independent clauses			
30		hyphens for compound adjectives			
31	Spell most words correctly from the year 5/6 spelling list				
32	Proof read for spelling and punctuation errors				
33	Edit writing to improve grammar and vocabulary				
34	Use what you read independently to write effectively for a range of purposes and audiences e.g. language, characterisation, structure				

Writing Targets

35	Know the difference between the language of speech and writing and switch between these e.g. depending on whether the narrator or character is speaking				
36	Choose vocabulary and sentence structures that are formal/informal when needed - work must sound grown up and mature!				
37	Use the range of punctuation taught at key stage 2 correctly, when needed, choosing to use it because it effects how the sentence sounds (e.g. semi-colons, dashes, colons, hyphens)				
38	Use the range of punctuation taught at key stage 2 precisely to enhance meaning and avoid ambiguity				
	Ending at working at Greater Depth				