

Information for Parents/Carers – writing targets for pupils.

Writing Targets - A Year 3 Writer

Transcription

Spelling

I can spell words with additional prefixes and suffixes and understand how to add them to root words.

I recognise and spell homophones.

I can use the first two or three letters of a word to check its spelling in a dictionary.

I can spell words which are in a family correctly.

I can spell the commonly mis-spelt words from the Y3/4 word list.

I can identify the root in longer words.

Handwriting

I use the diagonal and horizontal strokes that are needed to join letters.

I understand which letters should be left unjoined.

Composition

I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.

I can compose sentences using a wider range of structures.

I can write a narrative with a clear structure, setting, characters and plot.

I can produce non-narrative writing using simple organisational devices such as headings and sub-headings.

I can suggest improvements to my own writing and that of others.

I can make improvements to grammar, vocabulary and punctuation.

I use a range of sentences with more than one clause by using a range of conjunctions.

I use the perfect form of verbs to mark the relationship of time and cause.

I can proof-read to check for errors in spelling and punctuation.

Grammar and punctuation

Sentence structure

I can express time, place and cause by using conjunctions, adverbs and prepositions.

Text structure

I am starting to use paragraphs.

I can use headings and sub headings.

I can use the present perfect form of verbs instead of the simple past.

Punctuation

I can use inverted commas to punctuate direct speech.

Year 3: Writing at Greater Depth

I use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations.

I give careful thought to the planning of writing and re-read it as a matter of course.

I ensure that my descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding.

I use words that have not been used before when describing events, characters and feelings.

My writing is edited; changes are made to create greater impact on the reader and proof-read for accuracy.

I vary sentences, adding phrases to make the meaning more precise.

I include descriptions of events and characters in a variety of styles and my writing sometimes contains humour.

I describe characters and include feelings and emotions when needed.

I can choose the most appropriate style of writing to suit the needs of the situations, eg: poems, lists, letters, reports.

I check punctuation and use speech marks and apostrophes accurately.

A Year 4 Reader

Word Reading

I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

I can read further exception words, noting the unusual correspondences between spelling and sound.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension

I know which books to select for specific purposes, especially in relation to science, geography and history learning.

I can use a dictionary to check the meaning of unfamiliar words.

I can discuss and record words and phrases that writers use to engage and impact on the reader.

I can identify some of the literary conventions in different texts.

I can identify the (*simple*) themes in texts.

I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

I can explain the meaning of words in context.

I can ask relevant questions to improve my understanding of a text.

I can infer meanings and begin to justify them with evidence from the text.

I can predict what might happen from details stated and from the information I have deduced.

I can identify where a writer has used precise word choices for effect to impact on the reader.

I can identify some text type organisational features, for example, narrative, explanation and persuasion.

I can retrieve information from non-fiction texts.

I can build on others' ideas and opinions about a text in discussion.

Exceeding Year 4 Expectations

I talk widely about different authors, giving some information about their backgrounds and the type of literature they produce.

I can talk about why I prefer certain authors and get 'immersed' in my reading.

I locate and use information from a range of sources, both fiction and non-fiction.

I can compare fictional accounts in historical novels with the factual account.

I can appreciate the bias in persuasive writing, including articles and advertisements.

I use inference and deduction to work out the characteristics of different people from a story.

I can skim, scan and organise non-fiction information under different headings.

I refer to the text to support my predictions and opinions.

When reading aloud, I show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest.

Writing Targets - A Year 5 Writer

Transcription

Spelling

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition

- I can discuss the audience and purpose of the writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well-chosen detail to interest the reader.
- I can summarise a paragraph.
- I can organise my writing into paragraphs to show different information or events.

Grammar and punctuation

Sentence structure

- I can use relative clauses.
- I can use adverbs or modal verbs to indicate a degree of possibility.

Text structure

- I can build cohesion between paragraphs.
- I can use adverbials to link paragraphs.

Punctuation

- I can use brackets, dashes and commas to indicate parenthesis.
- I can use commas to clarify meaning or avoid ambiguity.

Year 5: Writing at Greater Depth

My writing is clearly structured and organised according to the text type.

I attempt to write hybrid texts to show an alternative point of view or to engage the reader with an unexpected approach.

My use of Standard English is consistent and the level of formality appropriate for the register of the text.

My paragraphs are clearly constructed and help to guide the reader through the text.

In narrative writing, my paragraphs support the plot structure and clearly signal changes in time, place and events.

In all my writing I try to ensure that the closing of the text refers to the opening.

I adapt my sentence structures by re-ordering or embedding clauses and use different sentence lengths to create effects.

Detail is often added to my writing by expanding noun phrases and sentence starters with effective word choices.

My editing process may involve taking out or simplifying rather than just adding.

During the editing process I will sometimes re-order sentences if I feel it impacts on the reader.

I sometimes use changes in time and place to guide the reader through my text.

Writing Targets - A Year 6 Writer

Transcription

Spelling

I can convert verbs into nouns by adding a suffix.

I can distinguish between homophones and other words which are often confused.

I can spell the commonly mis-spelt words from the Y5/6 word list.

I understand that the spelling of some words need to be learnt specifically.

I can use any dictionary or thesaurus.

I use a range of spelling strategies.

Handwriting

I can choose the style of handwriting to use when given a choice.

I can choose the handwriting that is best suited for a specific task.

Composition

I can identify the audience for and purpose of the writing.

I can choose the appropriate form and register for the audience and purpose of the writing.

I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.

I use a range of sentence starters to create specific effects.

I can use developed noun phrases to add detail to sentences.

I use the passive voice to present information with a different emphasis.

I use commas to mark phrases and clauses.

I can sustain and develop ideas logically in narrative and non-narrative writing.

I can use character, dialogue and action to advance events in narrative writing.

I can summarise a text, conveying key information in writing.

Grammar and punctuation

Sentence structure

I can use the passive voice.

I can vary sentence structure to suit formal and informal writing.

Text structure

I can use a variety of organisational and presentational devices appropriate to the text type.

I write in paragraphs which can clearly signal a change in subject, time, place or event.

Punctuation

I can use the semi-colon, colon and dash.

I can use the colon to introduce a list and the semi-colon within lists.

I can use a hyphen to avoid ambiguity.

Year 6: Writing at Greater Depth

I confidently choose the appropriate style and form for the purpose and audience of the writing.

I use a range of techniques to engage the reader, eg, personal comments, opening hook, flashback.

I link ideas within and between paragraphs with a range of cohesive devices, eg, connecting adverbs/adverbials, use of pronouns.

I use a range of sentence types for impact and specific effect on the reader.

I make precise and specific word choices according to the text type and audience.

I summarise longer texts precisely, identifying the key information.

I use the passive voice confidently, eg, to create suspense or in a science investigation or historical or geographical report.

I use the subjunctive in the most formal writing to express a wish or a suggestion for the future.

My writing shows my individual 'voice' and my unique style as a writer.

My shorter pieces are well-crafted for impact and my longer pieces are sustained and consistent.

My use of sentences is controlled and a range of structures are used to create specific effects.