Writing

Name: _____

By the end of Year 5…

Composition Targets

To write with purpose				*I am beginning to show an **awareness of the audience in my writing**
				***With the support of a success criteria, my writing is in line with purpose**
				*I include the **main features of a type of writing**
To use imaginative description				*I can write **character and setting descriptions that are successfully developed**
				My **plots** in stories are **successfully developed**
				I am beginning to use **similes, alliteration, metaphors and personification** appropriately
				*I generally **write about characters, settings and atmosphere in separate paragraphs** or blocks
To organise writing appropriately				*I can use **a range of conjunctions** as organisational devices
				***My tenses are generally correct** throughout a piece of writing, although there may be exceptions
To use paragraphs				With support, **my paragraphs have a clear purpose**
				*Occasionally, **my paragraphs refer to previously introduced ideas**
				My shorter pieces of writing are **clear and cohesive**, longer pieces may lack cohesion
To use sentences appropriately				*I can use **relative clauses and relative pronouns**
				*I can use **parenthesis with brackets, dashes or hyphens**
				*I can use both **active and passive voice** and show a clear object and subject
				*I can use **modal verbs**
				*I can use **colons, semi-colons and bullet points**

Transcription Targets

To present neatly				My writing is presented in a **legible** style
To spell correctly				I am beginning to **use prefixes** appropriately
				I can attempt to **spell words with silent letters**, although there may be errors
				***My spelling shows a good understanding of the rules and exception of rules**
				*I can use **dictionaries and thesaurus'** correctly
To punctuate accurately				I can use **commas (or hyphens) to clarify meaning** or avoid ambiguity
				I can use: **brackets, dashes or commas to indicate parenthesis**
				I can use: **semi-colons, colons or dashes to mark clauses**
				I can use a **colon to introduce a list and punctuate bullet points** consistently

Analysis and Presentation Targets

To analyse writing				*I can use and understand grammatical terminology when discussing reading and writing: ***relative clause *relative pronoun**
				*I can use and understand grammatical terminology when discussing reading and writing: ***parenthesis *dash *bracket**
				*I can use and understand grammatical terminology when discussing reading and writing: ***determiner *modal verb**
				*I can use and understand grammatical terminology when discussing reading and writing: ***cohesion *ambiguity**
To present writing				My **performances** show growing awareness and experimentation with **intonation, volume and pace**

Writing

Name: _____

By the end of Year 6…

Composition Targets

To write with purpose				*I am able to **identify the audience and my writing shows an awareness of it**
				*I can choose the appropriate form of **writing to suit the purpose**
				*I can use the **main features of a type of writing**
To use imaginative description				*I can use **techniques which authors** have used to **create characters, settings and plots**
				My writing demonstrates a lively imagination, including successful use of **alliteration, similes, metaphors and personification**
				*I can interweave **descriptions of characters, settings and atmosphere with dialogue**
To organise writing appropriately				I can use organisational and presentational devices to structure text and guide the reader e.g. **headings, bullet points, underlining**
				Effective grammar and punctuation are often used, to both change and enhance writing
				***Tenses are used correctly** throughout my writing
To use paragraphs				My **paragraphs** show a clear **purpose** and logical sequence
				*My writing, including longer pieces, are written **cohesively**
To use sentences appropriately				*I can use **relative clauses and relative pronouns**
				*I can use **parenthesis with brackets, dashes or hyphens**
				*I can use both **active and passive voice** and show a clear object and subject
				*I can use **modal verbs**
				*I can use **colons, semi-colons and bullet points**

Transcription Targets

To present neatly				My writing is **fluent and legible**, with some evidence of a personal style
To spell correctly				I can use **prefixes and suffixes** with accuracy
				I can **spell some words with silent letters** e.g. knight, psalm, solemn.
				***I can spell the vast majority of words correctly, including those listed in appendix 1**
				I can distinguish between **homophones and other words which are often confused**
To punctuate accurately				I can **use commas (or hyphens) to clarify meaning** or avoid ambiguity
				I can use: **brackets, dashes or commas to indicate parenthesis**
				I can use: **semi-colons, colons or dashes to mark clauses**
				I can use a **colon to introduce a list and punctuate bullet points consistently**

Analysis and Presentation Targets

To analyse writing				*I can use and understand the following grammatical terminology when discussing reading and writing: ***subject and object *active and passive voice**
				*I can use and understand the following grammatical terminology when discussing reading and writing: ***colon *semi-colon *hyphen *bullet points**
				*I can use and understand the following grammatical terminology when discussing reading and writing: ***synonym *antonym**
To present writing				My **performances** show confidence, appropriate **intonation and good pace and volume.**