



# Duke Street Primary School

## Individual Targets Spring 2020

Pupil:		Class:	
Area	Target		
Mathematics	With support, I can multiply and divide 2 digits by 1 digit, using known facts		
	I can multiply and divide 2 digits by 1 digit, using known facts, independently.		
	I can use written methods for multiplication and division when needed, if this is the most efficient method in a range of contexts.		
	I can apply my learning in and across a range of contexts, where multiple operations are required.		
	I can apply my learning in and across a range of contexts, where multiple operations are required, and explain my working clearly to others.		
Reading	I can read an appropriate range of texts and decode unknown words.		
	I can read an appropriate range of texts and decode unknown words, confidently and fluently.		
	I can use context to infer the meaning of new words.		
	I can build up my inference skills, reading between the lines and use what I have read to evidence my thoughts and answers.		
	I can confidently use my comprehension skills to locate answers, think more deeply about what I have read and discuss new vocabulary.		
Writing	I can think, say, write, read and edit my own sentences, as I am working.		
	I can follow the non-negotiables in all written work, using capital letters and correct end punctuation, consistently.		
	I can vary my punctuation, in a range of contexts (fronted adverbials, relative clauses and expanded noun phrases)		
	I can use a range of higher level punctuation and vocabulary (brackets, dashes, semi-colons etc.)		
	I can write for a sustained amount of time and apply the necessary skills to complete a piece of writing which is detailed (including description), using high quality vocabulary and sophisticated sentence structures.		



# Duke Street Primary School

## Individual Targets Spring 2020

Pupil:		Class:	
Area	Target		
Mathematics	With support, I can multiply and divide 2 digits by 1 digit, using known facts		
	I can multiply and divide 2 digits by 1 digit, using known facts, independently.		
	I can use written methods for multiplication and division when needed, if this is the most efficient method in a range of contexts.		
	I can apply my learning in and across a range of contexts, where multiple operations are required.		
	I can apply my learning in and across a range of contexts, where multiple operations are required, and explain my working clearly to others.		
Reading	I can read an appropriate range of texts and decode unknown words.		
	I can read an appropriate range of texts and decode unknown words, confidently and fluently.		
	I can use context to infer the meaning of new words.		
	I can build up my inference skills, reading between the lines and use what I have read to evidence my thoughts and answers.		
	I can confidently use my comprehension skills to locate answers, think more deeply about what I have read and discuss new vocabulary.		
Writing	I can think, say, write, read and edit my own sentences, as I am working.		
	I can follow the non-negotiables in all written work, using capital letters and correct end punctuation, consistently.		
	I can vary my punctuation, in a range of contexts (fronted adverbials, relative clauses and expanded noun phrases)		
	I can use a range of higher level punctuation and vocabulary (brackets, dashes, semi-colons etc.)		
	I can write for a sustained amount of time and apply the necessary skills to complete a piece of writing which is detailed (including description), using high quality vocabulary and sophisticated sentence structures.		