



# Writing

Name: \_\_\_\_\_



## By the end of Year 3...

### Writing: Composition Targets

To write with purpose	<ul style="list-style-type: none"> <li>*My character descriptions generally focus on appearance than character traits.</li> <li>*My setting descriptions generally describe what can be seen.</li> </ul>
To use imaginative description	<ul style="list-style-type: none"> <li>*I am beginning to write basic character descriptions.</li> <li>*I am beginning to develop settings and plots.</li> <li><b>*I understand the use of alliteration and similes and I can use some descriptive phrases.</b></li> </ul>
To organise writing appropriately	<ul style="list-style-type: none"> <li><b>*With the use of a success criteria, my writing includes some organisational features (heading and subheading).</b></li> <li><b>*With support, I am beginning to use past/present and future tense correctly. E.g. the correct ending for regular (-ed) verbs.</b></li> <li><b>*I can use conjunctions, adverbs and prepositions to express time and cause.</b></li> </ul>
To use paragraphs	<ul style="list-style-type: none"> <li>*I am beginning to focus my paragraphs on a theme.</li> <li><b>*I can attempt to organise paragraphs (introduction and conclusion).</b></li> </ul>
To use sentences appropriately	<ul style="list-style-type: none"> <li><b>*With support I am able to use a variety of sentence types.</b></li> <li><b>*Some of the features listed are used in writing: conjunctions, adverbs, direct speech, clauses, adverbial phrases.</b></li> <li><b>*I can extend the range of sentences with more than one clause using a wide range of conjunctions e.g. when, if, because.</b></li> </ul>

## By the end of Year 4...

<ul style="list-style-type: none"> <li><b>*With the support of a success criteria, I can include the main features of a type of writing.</b></li> <li>*I can include some character traits in my character descriptions.</li> <li>*I can attempt to capture and suggest mood in my setting descriptions.</li> </ul>
<ul style="list-style-type: none"> <li><b>*I can develop characters, settings and plots that are well developed to create a coherent narrative.</b></li> <li>*I can use alliteration effectively and I'm beginning to use similes.</li> <li>*I am beginning to use collective nouns.</li> </ul>
<ul style="list-style-type: none"> <li>*I can generally use organisational devices effectively.</li> <li><b>*Generally, I can use the perfect form of verbs to mark relationships of time and cause e.g. present- she has arrived; past- by the time we arrived at the party, it had ended; future- By the time we arrive the party will have ended.</b></li> <li><b>*I can effectively choose a range of connectives that: signal time, shift attention inject suspense and shift the setting.</b></li> </ul>
<ul style="list-style-type: none"> <li><b>*I can organise paragraphs around a theme, using mind maps if necessary.</b></li> <li>*My paragraphs generally have a logical order.</li> </ul>
<ul style="list-style-type: none"> <li>*I can include a mixture of simple, compound and complex sentences in my writing (may need prompting).</li> <li><b>*Most of the features listed are used in writing: conjunctions, adverbs, direct speech, clauses, adverbial phrases, fronted adverbials.</b></li> <li><b>*I can extend the range of sentences with more than one clause using a wide range of conjunctions e.g. despite, although, however.</b></li> </ul>

### Writing: Transcription Targets

To present neatly	<ul style="list-style-type: none"> <li><b>*The majority of my writing is joined appropriately.</b></li> <li>*I have an understanding of letters which should not be joined.</li> </ul>
To spell correctly	<ul style="list-style-type: none"> <li>*I understand how to add prefixes and suffixes.</li> <li>*I can use some homophones correctly, others may be misused.</li> <li><b>*I am beginning to use the possessive apostrophe for regular plurals.</b></li> </ul>
To punctuate accurately	<ul style="list-style-type: none"> <li>*I can start sentences with an adverb, and punctuate them correctly.</li> <li><b>*I can use speech marks (inverted commas) to mark direct speech.</b></li> </ul>

<ul style="list-style-type: none"> <li><b>*My handwriting is legible, showing a quality and consistent joining of letters.</b></li> </ul>
<ul style="list-style-type: none"> <li>*I use well-chosen prefixes and suffixes in my writing.</li> <li>*I can spell most homophones correctly.</li> <li>*I can place the possessive apostrophe in words with regular and irregular plurals.</li> </ul>
<ul style="list-style-type: none"> <li><b>*I can use commas after fronted adverbials.</b></li> <li><b>*I can use and punctuate direct speech accurately e.g. Dad said softly, "please sit down."</b></li> </ul>

### Writing: Analysis and Presentation Targets

To analyse writing	<p>I can understand and use the following terminology:</p> <ul style="list-style-type: none"> <li>*word family</li> <li>*conduction subordinate</li> <li>*preposition</li> <li>*direct speech</li> <li>*speech marks</li> <li>*prefix</li> <li>*consonant</li> <li>*vowel</li> <li>*clause</li> <li>*</li> <li>clause</li> </ul>
To present writing	<ul style="list-style-type: none"> <li>*I am beginning to show confidence when presenting my work, and am beginning to use intonation.</li> </ul>

<p>I can understand and use the following terminology:</p> <ul style="list-style-type: none"> <li>*pronoun,</li> <li>*possessive pronoun</li> <li>*adverbial.</li> </ul>
<ul style="list-style-type: none"> <li>*I can use appropriate intonation when reading aloud.</li> </ul>