



# Writing



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

*By the end of Year 5...*

*By the end of Year 6...*

## Writing: Composition Targets

To write with purpose			<ul style="list-style-type: none"> <li>*I am beginning to show an awareness of the audience in my writing.</li> <li>*With the support of a success criteria, my writing is in line with purpose.</li> <li>*I include the main features of a type of writing.</li> </ul>
To use imaginative description			<ul style="list-style-type: none"> <li>*I can write character and setting descriptions that are successfully developed.</li> <li>*My plots in stories are successfully developed.</li> <li>*I am beginning to use similes, alliteration, metaphors and personification appropriately.</li> <li>*I generally write about characters, settings and atmosphere in separate paragraphs or blocks.</li> </ul>
To organise writing appropriately			<ul style="list-style-type: none"> <li>*I can use a range of connectives as organisational devices.</li> <li>*My tenses are generally correct throughout a piece of writing, although there may be exceptions.</li> <li>*I am showing a growing awareness of effective grammar and punctuation.</li> </ul>
To use paragraphs			<ul style="list-style-type: none"> <li>*With support, my paragraphs have a clear purpose.</li> <li>*Occasionally, my paragraphs refer to previously introduced ideas.</li> <li>*My shorter pieces of writing are clear and cohesive, longer pieces may lack cohesion.</li> </ul>
To use sentences appropriately			<p>Some of the features listed are evident:</p> <ul style="list-style-type: none"> <li>*relative clauses</li> <li>*mixture of active and passive voice</li> <li>*modal verbs</li> <li>*relative pronouns</li> <li>*clear subject and object.</li> <li>*brackets</li> <li>*hyphens, colons and semi colons</li> <li>*Parenthesis</li> <li>*bullet points.</li> </ul>

			<ul style="list-style-type: none"> <li>*I am able to identify the audience and my writing shows an awareness of it.</li> <li>*I can choose the appropriate form of writing to suit the purpose.</li> <li>*I can use the main features of a type of writing.</li> </ul>
			<ul style="list-style-type: none"> <li>*I can use techniques which authors have used to create characters, settings and plots.</li> <li>*My writing demonstrates a lively imagination, including successful use of alliteration, similes, metaphors and personification.</li> <li>*I can interweave descriptions of characters, settings and atmosphere with dialogue.</li> </ul>
			<ul style="list-style-type: none"> <li>*I can use organisational and presentational devices to structure text and guide the reader e.g. headings, bullet points, underlining.</li> <li>*Effective grammar and punctuation are often used, to both change and enhance writing.</li> <li>*Tenses are used correctly throughout my writing.</li> </ul>
			<ul style="list-style-type: none"> <li>*My paragraphs show a clear purpose and logical sequence.</li> <li>*My writing, including longer pieces, are written cohesively.</li> </ul>
			<p>Most of the features listed are evident:</p> <ul style="list-style-type: none"> <li>*relative clauses</li> <li>*mixture of active and passive voice</li> <li>*modal verbs</li> <li>*relative pronouns</li> <li>*clear subject and object.</li> <li>*brackets</li> <li>*hyphens, colons and semi colons</li> <li>*Parenthesis</li> <li>*bullet points.</li> </ul>

## Writing: Transcription Targets

To present neatly			<ul style="list-style-type: none"> <li>*My writing is presented in a legible style.</li> </ul>
To spell correctly			<ul style="list-style-type: none"> <li>*I am beginning to use prefixes appropriately.</li> <li>*I can attempt to spell words with silent letters, although there may be errors.</li> <li>*My spelling shows a good understanding of the rules and exception of rules.</li> <li>*I can use dictionaries and thesaurus' correctly.</li> </ul>
To punctuate accurately			<p>Some of the features listed are evident:</p> <ul style="list-style-type: none"> <li>*Indicate grammatical and other features by:               <ul style="list-style-type: none"> <li>-using commas to clarify meaning or avoid ambiguity</li> <li>-using hyphens</li> <li>-using brackets, dashes or commas to indicate parenthesis.</li> <li>-using semi-colons, colons or dashes to mark clauses.</li> <li>-using a colon to introduce a list</li> <li>-punctuating bullet points consistently.</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>*My writing is fluent and legible, with some evidence of a personal style.</li> </ul>
			<ul style="list-style-type: none"> <li>*I can use prefixes and suffixes with accuracy.</li> <li>*I can spell some words with silent letters e.g. knight, psalm, solemn.</li> <li>*I can spell the vast majority of words correctly, including those listed in appendix 1.</li> <li>*I can distinguish between homophones and other words which are often confused.</li> </ul>
			<p>Most of the features listed are evident:</p> <ul style="list-style-type: none"> <li>*Indicate grammatical and other features by:               <ul style="list-style-type: none"> <li>-using commas to clarify meaning or avoid ambiguity</li> <li>-using hyphens</li> <li>-using brackets, dashes or commas to indicate parenthesis.</li> <li>-using semi-colons, colons or dashes to mark clauses.</li> <li>-using a colon to introduce a list</li> <li>-punctuating bullet points consistently.</li> </ul> </li> </ul>

## Writing: Analysis and Presentation Targets

To analyse writing			<p>I can use and understand grammatical terminology when discussing reading and writing.</p> <ul style="list-style-type: none"> <li>*relative clause</li> <li>*modal verb</li> <li>*dash</li> <li>*determiner</li> <li>*cohesion</li> <li>*ambiguity</li> <li>*parenthesis</li> <li>*bracket</li> <li>*relative pronoun</li> </ul>
To present writing			<ul style="list-style-type: none"> <li>*My performances show growing awareness and experimentation with intonation, volume and pace.</li> </ul>

			<p>I can use and understand grammatical terminology when discussing reading and writing.</p> <ul style="list-style-type: none"> <li>*active and passive voice</li> <li>*subject and object</li> <li>*colon</li> <li>*semi-colon</li> <li>*bullet points</li> <li>*hyphen</li> <li>*synonym</li> </ul>
			<ul style="list-style-type: none"> <li>*My performances show confidence, appropriate intonation and good pace and volume.</li> </ul>