Yorkmead Writing Targets			Stage 6		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Name:			Class:							

Spelling

*	I can spell correctly most words from the Year 5 & 6 spelling list									
*	I can spell correctly most words from the Year 3 & 4 spelling list									
KPI	I can use a dictionary to check the spelling and meaning of uncommon or more ambitious vocabulary									

Handwriting

*	I can maintain legibility in joined handwriting when writing at speed									

Writing Composition

KPI (GD)	I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the 1st person in a diary; direct address in instructions and persuasive writing)									
KPI	In narratives, I can describe settings, characters and atmosphere									
*	I can integrate dialogue in narratives to convey character and advance the action									
*	I can confidently use a variety of sentence structures									
*	I can use a range of devices to build cohesion within and across sentences and paragraphs	*conjunctions								
		*adverbials of time / place								
		*pronouns								
		*synonyms								
KPI	I can confidently use a range of layout devices to structure a text and to guide the reader	*headings								
		*sub-headings								
		*columns								
		KPI - bullet points (to list information)								
		*table								
		*varied font size, type, underlining etc								
KPI	I can draft and edit my writing by	*improving spelling and punctuation errors								
		*ensuring there is consistent and correct use of tense throughout								
		*making improvements to vocabulary and sentence structure to make my meaning clear								
GD	I can control levels of formality									
GD	I can distinguish between language of speech and writing and choose the appropriate register									

Vocabulary Grammar and Punctuation

KPI	I can use different types of vocabulary to convey degrees of formality and shades of meaning	*contracted forms in dialogues in narratives								
		*passive verbs to affect how information is presented								
		*modal verbs to suggest degrees of possibility								
*	I can use a range of punctuation taught at KS2 mostly correctly (see Appendix 2) (All must be evident for GD)	*apostrophes for omission and contraction								
		*semi-colons, colons, dashes to mark boundaries between independent clauses								
		KPI -colons to introduce a list								
		*semi-colons to separate items within a list								
		*commas, brackets, dashes to indicate parenthesis								
		*inverted commas & other punctuation to indicate direct speech								
		*hyphens to avoid ambiguity								

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2