

TARGETS		
Handwriting		Achieved
E	I can make sure my lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.	
D	I can make sure the down strokes of letters are parallel and equidistant.	
S	My handwriting is legible and consistent.	
Emerging		Developing
		Secure
Composition		Achieved
E	I can orally rehearse and compose a sentence or a sequence of sentences with a varied and rich vocabulary.	
E	I can make an appropriate choice of pronoun and noun within and across sentences to support cohesion and avoid repetition.	
E	I am beginning to self-correct my writing.	
D	I can improve my writing by changing grammar and vocabulary to improve consistency.	
D	I am beginning to make simple links between paragraphs.	
D	I am aware of the audience and purpose for writing.	
D	I can use direct speech in my writing and punctuate it correctly. <i>Eg. My friend said, "Come over to my house."</i>	
S	I can discuss models of writing, noting its structure, grammatical features and vocab. *	
S	I can write in paragraphs to organise ideas around a theme.	
S	I can write a narrative with a clear structure, setting and plot.	
S	I can write non-narratives using appropriate organisational devices. <i>Eg headings and subheadings</i>	
S	I use a range of sentences which have more than one clause.	
Emerging		Developing
		Secure
Vocabulary, Grammar and Punctuation		Achieved
E	I can understand and am beginning to use fronted adverbials. <i>In a rush, In the afternoon, Under the bridge</i>	
E	I can use apostrophes to mark singular and plural possession. <i>Eg. the boy's bag, the children's work, the girls' toilets (for lots of girls)</i>	
E	I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.	
D	I can use Standard English forms for verb inflections instead of local spoken forms eg 'We were' not 'We was', and 'I did' not 'I done'	
D	I can use commas after fronted adverbials.	
S	I can use a wider range of conjunctions in an increasing range of sentence structures.	
S	I can use subordinate clauses and fronted adverbials eg 'Later that day...' which are correctly punctuated independently in writing.	
S	I can use inverted commas and other punctuation to indicate direct speech. <i>Eg. My friend said, "Come over to my house."</i>	
Emerging		Developing
		Secure