

TARGETS		
Handwriting		Achieved
E	I can write legibly and can decide whether or not to join specific letters.	
D	I can write legibly with increasing fluency and speed.	
S	I can choose the handwriting that is best suited for a specific task. *	
Emerging		Developing
		Secure
* Not assessed in 1 piece of writing		
Composition		Achieved
E	I can use a variety of organisational and presentational devices appropriate to the text type – <i>headings, sub-headings, columns, bullet points, tables etc.</i>	
E	I use commas to mark phrases and clauses.	
E	I can propose changes to vocab, grammar, punctuation and spelling to enhance effects and clarify meaning.	
E	I can describe settings, character and atmosphere well selecting appropriate vocabulary and grammar.	
E	I can assess the effectiveness of my own and others' writing *	
D	I write in paragraphs which can clearly signal a change in subject, time, place or event.	
D	I can use developed noun phrases to add detail to sentences. <i>The rusty old car with a wing mirror hanging off came round the corner.</i>	
D	I can sustain and develop ideas logically in narrative and non-narrative writing.	
D	I can use character, dialogue and action to advance events in narrative writing.	
D	I use a range of sentence starters to create specific effects. <i>Ed, Ing, Ly, other openers, If... then</i>	
S	I can write for a range of purposes and audiences and can use other similar writing as models for their own.	
S	I can ensure the correct and consistent use of tense throughout and ensure subject and verb agreement when using singular and plural.	
S	I use the passive voice to present information with a different emphasis. <i>The bridge was constructed over several years.</i>	
S	I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.	
Emerging		Developing
		Secure
Vocabulary, Grammar and Punctuation		Achieved
E	I can use the colon to introduce a list and the semi-colon within lists.	
E	I understand how words are related by meaning as synonyms and antonyms.	
D	I can use both the active and the passive voice.	
D	I can use brackets, bullet points to list information and a hyphen to avoid ambiguity.	
D	I can vary the length, structure and subject of sentences to interest the reader.	
S	I can use the semi-colon, colon and dash to mark boundaries between clauses	
S	I can vary sentence structure and vocab to suit formal and informal speech and writing.	
S	I can use the subjunctive forms in formal writing and speech such as 'If I were'	
S	I can use the perfect form of verbs to mark relationships of time and cause. <i>He had had his breakfast before he came to school. They had been friends since they were there.</i>	
Emerging		Developing
		Secure