

Writing Target Sheet Year 1 - Year 6

| IB/IW | IS (ARE) |
|---|---|
| HANDWRITING | |
| | 1w. I can sit correctly at a table, holding a pencil comfortably and correctly. |
| 2b. I can write ascenders and descenders, although they may not be on the correct place on the line. | *2w. I can write letters that sit on the correct place on the line in a pre-cursive style. |
| 3b. I recognise capital letters . | 3w. I can form capital letters correctly. |
| 4b. I can use a finger space between most words. | 4w. I can use a finger space between words. |
| 5b. I can recognise and form some digits from 0-9. | 5w. I can form digits 0-9 |
| COMPOSITION | |
| 6b. I can talk about my ideas using sentences. | 6w. I can say a sentence out loud before writing it down. |
| | 7w. I can read back through my work and check it makes sense. |
| 8b. I can read most of my writing to an adult to help them understand it. | *8w. I can read my writing back and talk about it. |
| 9b. I can write words using the initial and final sound. | 9w. I can write phonetically plausible words. |
| 10b. I know that writing should be ordered. | *10w. I can sequence my writing in the correct order. |
| VOCABULARY, GRAMMAR AND PUNCTUATION | |
| 11b. I can use a capital letter at the beginning of my writing. | *11w. I can use a capital letter at the beginning of each new sentence. |
| 12b. I can use a full stop to show where one idea ends. | *12w. I can use full stops at the end of sentences. |
| 13b. I know question sentences end with a question mark and sentences that express end with an exclamation mark . | 13w. I can begin to punctuate sentences using an exclamation mark or question mark . |
| | 14w. I can join words using 'and' (apples and pears) |
| | 15w. I can join two sentences (main clauses) using 'and'. (co-ordination) |
| 16b. I understand what a verb is. | 16w. I can use the prefix un- to change the meaning of verbs. |
| 17b. I understand what an adjective is. | 17w. I can use the prefix un- to change the meaning of adjectives. |
| | 18w. I can add the suffix -ing, -ed, -er and -est when no change is needed in the spelling of the root words (e.g. helping, helped, helper, quickest) |
| 19b. I can say plural nouns to show more than one e.g. cat - cats, teacher - teachers, | 19w. I can use the regular plural noun suffixes -s and -es in my writing. |
| 20b. I can write my full name, using a capital letter for the initial sounds. | 20w. I can use a capital letter for names of people and places. |
| 21b. I can write the days of the week. | 21w. I can write the days of the week, with a capital letter for the initial sound. |
| 22b. I recognise the letter I in capital and lower case forms (I, i) | 22w. I can write the personal pronoun 'I' using a capital letter . |
| | 23w. I can use an appropriate range of ambitious and varied vocabulary . |
| | 24w. I can spell most of the year 1 common exception words. |

Greater Depth (IS+)

Writing Target Sheet Year 1 - Year 6

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| I can demonstrate an understanding of features of different text types, with some independent choices being made accordingly. | |
| I can increasingly maintain my form across my writing. | |
| I can experiment with punctuation. | |
| I can independently sustain my ideas across short narratives. | |
| I can independently and confidently use co-ordination to join sentences. | |
| I can understand that the repeated use of 'and' is boring for the reader. | |
| I can magpie ideas from my reading to improve my writing. | |
| I can use capital letters, full stops, question marks or exclamation marks to demarcate most sentences with different functions. | |
| I can apply spelling rules to my writing with increasing accuracy. | |
| I can form lower case, capital letters and numbers accurately. | |
| I can keep my spacing and size of words the same throughout my writing. | |
| I can check and improve my writing independently. | |



Writing Target Sheet Year 1 - Year 6

2B/2W

HANDWRITING

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| 1b. I can form lower-case letters in the correct direction, starting and finishing in the right place. | Greater Depth: 1w. I can use diagonal and horizontal strokes needed to join some letters. |
| 2b. I can form lower-case letters in the correct size relative to one another in some of my writing. | *2w. I can form capital letters of the correct size, orientation and relationship to one another and to lower case letters. |
| 3b. I can use spacing between words. | 3w. I can use spacing between words that reflects the size of the letters. |
| *4b. I can form digits 0-9 | *4w. I can form digits of the correct size and orientation to one another and lower case letters. |

COMPOSITION

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| 5b. I can listen to others and learn from their ideas. | *5w. I can talk about my ideas before I write them down. |
| 6b. I can plan sentences that are sequenced to form a short narrative. | 6w. I can write sentences that are sequenced to form a short narrative. |
| *7b. I can write sentences that are sequenced to form a short narrative (real or fictional) | *7w. I can write simple, coherent narratives about personal experiences and those of others (real or fictional). |
| 8b. I can plan non-narratives e.g. recount, instructions, persuasion | 8w. I can write about real events, recording these simply and clearly. |
| 9b. I can write statements e.g. <i>I've finished.</i> | 9w. I can write exclamations including 'What' 'How' and a verb e.g. <i>What a beautiful tree! How interesting!</i> |
| 10b. I can write questions e.g. <i>Have you eaten?</i> | 10w. I can write a command e.g. <i>Sit down.</i> |
| 11b. I know that expression is used to improve reading aloud of my writing. | 11w. I can read aloud what I have written, using appropriate expression. |
| 12b. I can proof-read the writing of others' (after the writing process) finding and correcting errors: • spelling (using a dictionary / word mat) • punctuation | 12w. I can proof-read my own writing (after the writing process) finding and correcting errors: • spelling (using a dictionary / word mat) • punctuation |
| 13b. I can assess the effectiveness of others' writing (after the writing process) proposing changes for grammar, vocabulary and punctuation. | *13w. I can assess the effectiveness of my own writing (after the writing process) proposing changes for grammar, vocabulary and punctuation. |
| Greater Depth: I can write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing. | |
| Greater Depth: I can make simple additions, revisions and proof-reading corrections to my own writing. | |

VOCABULARY, GRAMMAR AND PUNCTUATION

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|---|---|
| 14b. I can demarcate some sentences with capital letters and full stops. | *14w. I can demarcate most sentences in my writing with capital letters and full stops |
| 15b. I sometimes use exclamation marks and question marks in my writing. | *15w. I can use question marks correctly when required. |
| 16b. I know that commas are used to separate words in a list. | *16w. I can use commas in a list. |
| 17b. I know that an apostrophe is used to replace a letter/ letters. | 17w. I can use apostrophes for contracted forms e.g. <i>can't, didn't, couldn't, hasn't, I'll, I'm.</i> |
| 19b. I can use a noun phrase - my best friend, the bright star. (pronoun/determiner + adjective + noun) | 19w. I can expand a noun phrase with two adjectives before a noun e.g. <i>the big, bright star (determiner + adjectival phrase + noun)</i> |
| 20b. I can write using the past or present tense . | *20w. I can use the present and past tense mostly correctly and consistently. |
| 21b. I can use 'and', 'but' and 'or' to join two main clauses (co-ordination). | *21w. I can use co-ordination (e.g. <i>or / and / but</i> and some subordination (e.g. <i>when / if / that / because</i>) to join clauses. |
| | 22w. I can write nouns by compounding e.g. <i>whiteboard, superman.</i> |

Writing Target Sheet Year 1 - Year 6

2B/2W

2S (ARE)

VOCABULARY, GRAMMAR AND PUNCTUATION (continued)

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| 23s. <u>Greater Depth:</u> I can write a noun using <u>suffixes</u> such as -ness, -ment and -er. I can write <u>adjectives</u> using <u>suffixes</u> such as -ful, -less. I can use the <u>suffixes</u> -er, -est and -ly to turn adjectives into <u>adverbs</u> . | | |
| 24b. I can segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others. | 24w. I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. | |
| | 25w. I can use an appropriate range of ambitious and varied vocabulary. | |
| 26b. I can spell some of the Key Stage 1 common exception words. | 26w. I can spell many of the Key Stage 1 common exception words. | |
| <u>Greater Depth:</u> I can use the punctuation taught at key stage 1 mostly correctly. | | |
| <u>Greater Depth:</u> I can spell most of the Key Stage 1 common exception words. | | |

Writing Target Sheet Year 1 - Year 6

| 3B/3W | | 3S (ARE) | |
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| HANDWRITING | | | |
| 1b. I can form lower case letters of the correct size relative to one another. | | 1w. I can increase the legibility, consistency and quality of my handwriting | |
| COMPOSITION | | | |
| *2b. I can use the structure of similar text types (narrative and non-narrative / formal and informal) to help me plan and write. | | *2w. I can use my knowledge of the audience and purpose of a text type (narrative and non-narrative / formal and informal) to plan and write. | |
| 3b. I understand how to use paragraphs in writing. | | 3w. I can begin to organise connected ideas in sections or paragraphs. | |
| 4b. I can create settings, characters and plot in my narrative writing. | | 4w. I can develop settings and characters by adding appropriate description e.g. noun phrases . | |
| | | *5w. I can write in Standard English using the correct subject and verb agreement | |
| 6b. I can read aloud what I have written, using appropriate expression. | | 6w. I can read my work aloud to a group using appropriate intonation. | |
| 7b. I can proof-read my own and others' writing (after the writing process) detecting and correcting errors in: <ul style="list-style-type: none"> • spelling (using a dictionary) • punctuation | | 7w. I can assess the effectiveness and edit my own and others' writing (after the writing process) proposing changes for grammar, vocabulary and punctuation to enhance effect and clarify meaning, e.g. modifying a verb, precise nouns, subject and verb agreement. | |
| VOCABULARY, GRAMMAR AND PUNCTUATION | | | |
| 8b. I can use commas to separate two adjectives that are interchangeable - She was a strong, healthy woman. | | | |
| 9b. I know inverted commas are used to show what is being spoken | | *9w. I can begin to use inverted commas to punctuate direct speech. | |
| 10b. I can use co-ordination - <i>or, and, but, so</i> - to join two main clauses together. | | 10w. I can use subordination - <i>when, if, that, because, although</i> - to join a main and subordinate clause . | |
| | | 11b. I can use precise nouns within an expanded noun phrase e.g. <i>The shiny new Lamborghini</i> (determiner + adjectival phrase + precise noun). | |
| 12b. I can use adverbs to modify verbs (how something was done) - Cheetahs can run fast . Tortoises move slowly . | | 12w. I can use adverbs to modify verbs (when something was done) - I always arrive early | |
| | | 13w. I avoid repetition in my writing by using pronouns to replace a noun - Lucy ran for the bus and she was out of breath. | |
| 14b. I can use the past and present tenses consistently, including the progressive form (she was walking /they were walking) | | *14w. I can use the present perfect form of verbs e.g. He has gone out to play. | |
| 15b. I know the consonants and vowels within the alphabet. | | 15w. I can use the determiners <i>a or an</i> according to whether the next word begins with a consonant or vowel e.g. a rock, an open book | |
| 16b. I can use a thesaurus to find synonyms to avoid repetition and expand my vocabulary. | | 16w. I can use a thesaurus to find antonyms to expand my vocabulary. | |
| | | 17w. I can use a range of the year 3/4 statutory words effectively in my writing. | |
| | | 18w. I can spell most words correctly (year 3 and year 4 further exception words) | |

| Greater Depth (3S+) | |
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| I can demonstrate a deep understanding of a range of taught text types and independently make choices about my writing style in relation to form, audience, purpose and context. | |
| I can successfully create plot, settings and characters in creative ways in narratives and support them by character dialogue. | |
| I can use paragraphs effectively to group information in non-narratives. | |
| I can experiment with grammar. | |
| I can demonstrate a competent use of a range of sentence structures, including those with more than one clause. | |
| I can show conscious independent choices around adverbs and prepositions for particular effect. | |
| I can maintain tense and switch tense where appropriate (e.g using a flashback) | |
| I can use common punctuation accurately, including correct punctuation of direct speech within a range of sentence structure (e.g. He said " ", " " John shouted) | |
| I can spell words mostly accurately, including some ambitious vocabulary choices. | |
| I can form handwriting correctly and accurately, including joining my letters. | |
| I can evaluate the effectiveness of my writing and others' writing and make suggested improvements about content, grammar and vocabulary. | |

| 4B/4W | | 4S (ARE) | |
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| HANDWRITING | | | |
| 1b. I can increase the legibility, consistency and quality of my handwriting. | | 1w. I can write using a fluent, cursive script. | |
| COMPOSITION | | | |
| 2b. I can 'magpie' vocabulary and structure from similar writing (narrative and non-narrative / formal and informal) to help me plan and write more effectively. | | *2w. I can use the structure, vocabulary and grammar of similar writing (narrative and non-narrative / formal and informal) to help me plan and write for a specific audience and purpose. | |
| 3b. I can use paragraphs in my writing, although they may not always elaborate the main idea. | | *3w. I can use paragraphs to help me organise the content of my writing (the main idea is usually supported or elaborated by the sentences that follow). | |
| 4b. I am beginning to understand the purpose of research. | | 4w. I can research and make notes on a topic. | |
| 5b. I can use precise nouns in an expanded noun phrase to add detail to my writing (narrative and non-narrative). | | *5w. I can create detailed settings, characters and plot in my narrative writing using: <ul style="list-style-type: none"> • expanded noun phrase • adverbials. | |
| | | 6w. I can begin to include dialogue in my narrative writing. | |
| | | *7w. I can write in Standard English using the correct subject and verb agreement. | |
| 8b. I can use appropriate volume when reading aloud. | | 8w. I can read my work aloud to a group using appropriate intonation and controlling the tone and volume so that the meaning is clear. | |
| | | 9w. I can proof-read my own and other's writing (during and after the writing process) detecting and correcting errors in spelling (using a dictionary) and punctuation | |

Writing Target Sheet Year 1 - Year 6

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| 10b. I can assess the effectiveness and edit my own and others' writing (after the writing process) proposing changes for grammar, vocabulary and punctuation to enhance effect and clarify meaning, e.g. modifying a verb, precise nouns, subject and verb agreement. | *10w. I can assess the effectiveness and edit my own and others' writing (during writing process) proposing changes for grammar, vocabulary and punctuation to enhance effect and clarify meaning, e.g. modifying a verb, precise nouns, subject and verb agreement. |
| VOCABULARY, GRAMMAR AND PUNCTUATION | |
| 11b. I can omit commas when the adjectives are not interchangeable - We stayed at an expensive summer resort. | |
| 12b. I can use possessive apostrophes correctly when the word ends in 's' - Mr. Adams' pencil or Mr. Adams's pencil. | 12w. I can use apostrophes to indicate singular and plural possession - e.g. The girl's name, the girls' names. |
| *13b. I can use inverted commas to indicate direct speech. | 13w. I can use inverted commas with other punctuation to indicate direct speech e.g. The boy shouted, "Where have you been?" |
| 14b. I know that fronted adverbials are at the start of a sentence and describe where, when and how. | *14w. I can use fronted adverbials - e.g. Later that day..., As soon as he could..., In the winter..., Outside my house... |
| 15b. I can use co-ordinating conjunctions to join two main clauses together. I know that co-ordinating conjunctions do not begin a sentence. | 15w. I can join a main clause and a subordinate clause using a range of subordinate conjunctions e.g. whilst, until, despite, although, on the other hand. |
| | 16w. I can use noun phrases that are expanded before and after the noun with: A beautiful, elegant, Red Admiral on the green leaf ..., The tall, gangly footballer with long socks (determiner + adjectival phrase + precise noun + prepositional phrase) |
| 17b. I can use adverbs to modify verbs (where something was done) - Why don't you play outside? | 17w. I can use adverbs to modify how much or how often - After the trip, I was totally exhausted. We go to the cinema occasionally. |
| | *18w. I can choose pronouns appropriately for clarity and cohesion and to avoid repetition. |
| | 19w. I can use the perfect form of verbs to mark relationships of time and cause - using <i>have, had, has</i> - e.g. He had watched television for one hour before dinner. |
| 20b. I can use a thesaurus to find synonyms to avoid repetition and expand my vocabulary. | 20w. I can use a thesaurus to find antonyms to expand my vocabulary. |
| | 21w. I can spell most words correctly (year 3 and year 4 further exception words) |
| | 22w. I can use the statutory words effectively in my writing. |

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| Greater Depth (4S+) | |
| I can show a deep understanding of a range of text types I have been taught and make appropriate choices about audience, purpose and context. | |
| I can maintain form and cohesion in my writing, including in other lessons. | |
| I can use detailed description and strong word choices to add detail and create atmosphere. | |
| I can use paragraphs independently to add cohesion and help the reader. | |
| I can structure non-narratives in a logical way, ensuring cohesion across the piece. | |
| I can engage the reader with well-chosen detail and presentation throughout my writing. | |
| I can play with grammar, devices and structure. | |
| I can make sure my grammar is accurate and that it reflects written Standard English. | |
| I can bring my writing to life with word and phrase choices, including fronted adverbials. | |
| I can make sure my writing demonstrates fluent use of common punctuation. | |
| I can spell words accurately, demonstrating a deep understanding of a wide range of spelling rules and word families. | |
| I can join my letters consistently with increasing speed. | |

Writing Target Sheet Year 1 - Year 6

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| <i>I can evaluate my own and others' writing with reasons for my suggestions.</i> | |

Writing Target Sheet Year 1 - Year 6

5B/5W

5S (ARE)

HANDWRITING

1b. I can write using a fluent, cursive script/I am beginning to type with accuracy.

1w. I can write legibly, fluently and with increasing speed/type with accuracy and increasing speed.

COMPOSITION

*2b. I can plan and write using the **structure, vocabulary and grammar** of similar writing in both narrative and non-narrative.

*2w. I can structure a text appropriately for the audience and purpose:

- choice of person
- choice of tense
- choice of formality

3b. I can use **paragraphs** to help me organise the content of my writing (P.E.E - Point, Evidence Elaborate).

3w. I can use a range of cohesive devices to link ideas across a text:

- a range of adverbials (when, where, how, how often, how much)
- pronouns
- synonyms

4b. I understand the purpose of **note-taking**.

4w. I can **research** a topic and make concise and relevant notes.

*5b. I can draft and write in **narratives**, describing characters, settings and atmosphere through:

- adverbials
- expanded noun phrases
- figurative language e.g. simile, metaphor and personification

5w. I can use a range of techniques to advance the plot in a **narrative**:

- action
- description
- dialogue.

6w. I can integrate dialogue to convey character e.g. **colloquialisms**.

*7w. I can write in Standard English using the correct **subject and verb** agreement

8w. I can proof-read my own and others' writing (during and after the writing process) detecting and correcting errors in:

- spelling (using a dictionary)
- punctuation

VOCABULARY, GRAMMAR AND PUNCTUATION

10b. I can use commas to separate a fronted subordinate clause from a main clause e.g. Even though it was sunny, I still wore my jumper.

10w. I can use range of **punctuation** consistently (: ;) to mark boundaries between main clauses.

*11b. I can use **brackets** consistently to indicate parenthesis.

11w. I can use **dashes** consistently to indicate parenthesis and I know this is an informal use.

12b. I can use **hyphens** to avoid ambiguity (e.g. heavy metal-detector / heavy-metal)

12w. I can **punctuate dialogue** consistently and accurately.

13b. I can use **relative clauses** beginning with *who* and *that*.

13w. I use **multi-clause** sentence structures that may include **main, subordinate and relative** clauses.

14w. I can select vocabulary, language and grammatical structures that reflect the level of formality required:

Informality:

- Second person direct address to the reader e.g. *If you love a challenge - however difficult - then you will...*
- Features that replicate spoken language, such as **ellipsis** and **non-standard** forms e.g. 'OK... what time?'
- **Captions**
- Contracted modals e.g. *can't, wouldn't and couldn't*, understanding the construction of the contracted form

Formality:

- **Modal verbs** e.g. *will, should could, would, ought, shall, might, may*
- I can identify the passive structure.

15w. I can spell most words correctly (year 5 and year 6 further exception words)

16w. I can use the Year5/6 statutory words effectively in my writing.

Greater Depth (5S+)

Writing Target Sheet Year 1 - Year 6

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| I can independently use varied and rich vocabulary and a range of sentence structures. | |
| I can carefully choose the structure and organisation of my writing to reflect the audience, purpose and context. | |
| I can create rich settings, atmosphere, characters and plot successfully and consistently across a range of genres. | |
| I can demonstrate well-chosen devices to present information and guide the reader in non-narratives. | |
| I can demonstrate great awareness of shaping paragraphs. | |
| I can play with grammar, devices and structure beyond what I have learned. | |
| I can demonstrate carefully chosen vocabulary and phrases (including relative clauses) to clarify meaning, enhance effect, add or slow pace and conjure mood. | |
| I can demonstrate fluent and appropriate use of punctuation, including some attempts to create effect. | |
| I can usually spell words accurately, demonstrating a deep understanding of a wide range of spelling rules. | |
| I can self-correct any spelling errors during proof-reading. | |
| I can maintain legible, fluent handwriting when writing at efficient speed. | |
| I can evaluate my own and others' writing constructively and back up my ideas with reasons, including around structure and organisation. | |

| 6B/6W | 6S (ARE) |
|---|--|
| HANDWRITING | |
| 1b. I can write legibly, fluently and with increasing speed/type with accuracy and increasing speed. | 4w. I can write legibly, fluently and with increasing speed, using a personal style/type with a selection of font styles. |
| COMPOSITION | |
| *2b. I can identify a range of organisational and presentational devices used to structure different text types. | *2w. I can select and use features appropriate to the text type, audience and purpose <ul style="list-style-type: none"> • choice of person • choice of tense i.e. shift between past and present forms • choice of formality |
| 3b. I can use paragraphs to clearly structure my writing. | 3w. I can use P.E.E (Point, Evidence, Elaborate) when paragraphing. |
| 4b. I can research through reading, internet, film, discussion etc. | 4w. I can draw on reading and research to plan my writing. |
| 5b. I can recognise and use the different parts of a narrative to support my planning and writing - e.g. beginning, build-up, problem, resolution, and conclusion. | 5w. I can draft and write in narrative describing setting, characters and atmosphere e.g. through descriptive noun phrases, characters' thoughts, reactions and relationships with others. |
| 6b. I can integrate dialogue to convey character (dialect, register etc...) | *6w. I can integrate dialogue to convey character (speaking in different ways) and advance the action (move the plot forward). |
| 7s. Greater Depth: I can distinguish between the language of speech and writing and choose the appropriate register e.g. a formal letter of complaint, concision within a stage direction, contracted form in casual dialogue. | |
| 8b. I can use expanded noun phrases to convey complicated information concisely. | 8w. I can use a range of grammatical devices (adverbs, prepositional phrases and expanded noun phrases) effectively to add detail, qualification and precision. |
| *9b. I can write in Standard English using correct subject and verb agreement. | |
| 10s. Greater Depth: I can write effectively for a range of purposes and audiences, selecting appropriate verb forms and drawing independently on what I have read as a model for my own writing e.g. literary language, characterisation, structure. | |

Writing Target Sheet Year 1 - Year 6

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| 11b. I can use a wide range of devices to build cohesion, within paragraphs e.g. conjunctions, adverbials of time and place, pronouns, synonyms, ellipses | 11w. I can use a wide range of devices to build cohesion, within and across paragraphs e.g. conjunctions, adverbials of time and place, pronouns, synonyms, ellipses |
| 12b. I can perform my own composition, using appropriate intonation , volume and movement, so that meaning is clear. | |
| 13w. I can use a range of clause structures to form complex sentences for example: Subordination at different points in a sentence e.g. <i>Even though it was raining they played outside. They played outside even though it was raining.</i> Inserting a relative clause e.g. <i>The mountaineer, who had climbed Everest, found the rain refreshing.</i> | |
| 14w. I can proof-read my own and other's writing (during and after the writing process) detecting and correcting errors in: <ul style="list-style-type: none"> • spelling (using a dictionary) • punctuation | |
| 15w. I can assess the effectiveness and edit my own and others' writing (during and after the writing process) proposing changes for grammar, vocabulary and punctuation to enhance effect and clarify meaning, e.g. modifying a verb, precise nouns, subject and verb agreement. | |
| VOCABULARY, GRAMMAR AND PUNCTUATION | |
| *16w. I can use the range of punctuation taught at KS2 mostly correctly: <ul style="list-style-type: none"> • ;; - to mark boundaries between main clauses. • () , - to indicate parenthesis. • commas to clarify meaning or avoid ambiguity in writing (e.g. Go get the Dr! / Go, get the Dr!) • bullet points with the correct punctuation • hyphens for compound adjectives e.g. accident-prone; blood-thirsty • " " for speech e.g. <i>The Scientist commented "There are very few of this species left."</i> | |
| 17s. Greater Depth: I can use the full range of punctuation taught at Key Stage 2 e.g. ;; - - and when necessary use such punctuation precisely to enhance meaning and avoid ambiguity. | |
| 18b. I can use relative clauses beginning with <i>who, which, where, when, whose, that</i> | 18w. I can use relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun . |

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|---|-----------------|
| 6B/6W | 6S (ARE) |
| VOCABULARY, GRAMMAR AND PUNCTUATION (continued) | |
| *19w. I can select vocabulary, language and grammatical structures that reflect the level of formality required: <p>Informality:</p> <ul style="list-style-type: none"> • Second person direct address to the reader e.g. <i>If you love a challenge - however difficult - then you will...</i> • Features that replicate spoken language, such as ellipsis and non-standard forms e.g. 'OK... what time?' • Captions • Contracted modals e.g. <i>can't, wouldn't and couldn't</i>, understanding the construction of the contracted form. <p>Formality:</p> <ul style="list-style-type: none"> • Modal verbs e.g. <i>will, should could, would, ought, shall, might, may</i> • * Subjunctive form e.g. <i>If I were to come in...</i> • I can accurately write passive sentences - <i>'The pyramids were built by slaves.'</i> instead of the active, <i>'Slaves built the pyramids.'</i> | |
| 20s. Greater Depth: I can exercise assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve this. <p>Informality:</p> <ul style="list-style-type: none"> • Contracted forms e.g. <i>They wouldn't have ... if they hadn't</i> • Question tags e.g. <i>He's your friend, isn't he?</i> <p>Formality:</p> <ul style="list-style-type: none"> • Modal verbs e.g. <i>Should it rain, we may have to cancel the picnic</i> • Some passive constructions e.g. <i>It is widely believed that...</i> • The personal pronoun 'one' e.g. <i>One should not be concerned about..</i> | |
| 21w. I can spell most words correctly (year 5 and year 6 further exception words) | |

Writing Target Sheet Year 1 - Year 6

22w. I can use a range of year 5/6 statutory words effectively in my writing.