

TARGETS		
<b>Handwriting</b>		<b>Achieved</b>
D	I can use the diagonal and horizontal strokes that are needed to join letters.	
S	I understand which letters should be left unjoined.	
Emerging		Developing
		Secure
<b>Composition</b>		<b>Achieved</b>
E	I am starting to use paragraphs.	
E	I can discuss models of writing, noting its structure, grammatical features and vocabulary. *	
E	I can compose sentences, orally at first, using a wider range of structures and increasing vocabulary.	
D	I can use headings and sub headings to aid presentation.	
D	I can write a narrative with a clear structure, setting, characters and plot.	
D	I can produce non-narrative writing using simple organisational devices such as headings and sub-headings.	
S	I can use similar and modelled texts to understand and learn from their structure and apply this to my writing.	
S	I use a range of sentences with more than one clause by using a range of conjunctions. <i>Eg also, after, if, while, as well as</i>	
S	I can proof-read to check for errors in spelling, grammar and punctuation.	
S	I can suggest improvements to my own writing and that of others.	
Emerging		Developing
		Secure
<b>Vocabulary, Grammar and Punctuation</b>		<b>Achieved</b>
E	I can use a wide range of conjunctions to join sentences. <i>Eg also, while, as well as</i>	
E	I can use 'a' or 'an' according to if the next letter is a consonant or a vowel. <i>Eg an apple, a car</i>	
E	I can use the apostrophe for singular possession. <i>Eg Jake's bag, Sarah's hat</i>	
E	I can use pronouns to avoid repetition. <i>Eg he, she, they</i>	
D	I can use the apostrophe for plural possession.	
D	I am beginning to use inverted commas to punctuate direct speech.	
S	I can express time, place and cause by using conjunctions – <i>when, before, after, while, because, so</i>	
S	I can express time, place and cause by using adverbs – then, next, soon, therefore	
S	I can express time, place and cause by using prepositions – before, after, during, in, because of	
S	I can use the present perfect form of verbs instead of the simple past eg 'He has gone out to play' rather than 'He went out to play'	
S	I can use a range of punctuation accurately including apostrophes and inverted commas for direct speech. <i>. ? ! can't " "</i>	
Emerging		Developing
		Secure

\* Not assessed in Big Writi