

**Writing Targets A Stage 5 Writer**

**Pupil's Name:** \_\_\_\_\_

TARGETS			
<b>Handwriting</b>			<b>Achieved</b>
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
<b>Composition</b>			<b>Achieved</b>
E	I can discuss the audience and purpose of the writing. *		
E	I can summarise a paragraph. *		
E	I can use grammar and vocabulary to create an impact on the reader. <i>Use of formal phrases, use of complex/simple sentences.</i>		
E	I can start sentences using a variety of openers. <i>When, although, If, Meanwhile, Furthermore, Time Connectives.</i>		
D	I can link ideas across paragraphs using adverbials - time (eg later), place (eg nearby), number (eg secondly) or tense choices (eg he had seen her before)		
D	I can add well-chosen detail to interest the reader. <i>Which/Who – The boy, who was lying on the floor, was unconscious.</i>		
D	I can use my own reading, what I have listened to, and modelled writing to support me when developing characters, setting and atmosphere.*		
D	I can proof read my own work for spelling and punctuation errors and edit to improve effect.		
S	I can use the correct features and sentence structure matched to the text type we are working on.		
S	I can develop characters through action and dialogue.		
S	I can use stylistic devices to create effects in writing. <i>Show not tell, similes, metaphors, alliteration, Persuasive (FAT HORSE), personification</i>		
S	I can organise my writing into paragraphs to show different information or events and am starting to build links between paragraphs eg using adverbials. <i>Later, Nearby, Secondly</i>		
Emerging		Developing	Secure
<b>Vocabulary, Grammar and Punctuation</b>			<b>Achieved</b>
E	I can use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun		
D	I can use brackets, dashes and commas to indicate relative clauses. <i>The boy (who was laughing) ran to his friends. Tom glared at Jack – he owed him £500 – and shook his fist. Tanfield Lea, which is near Stanley, is in County Durham.</i>		
D	I can use modal verbs (eg. might, should, will, must) to indicate a degree of possibility.		
D	I can begin to use passive verbs <i>The cake was eaten by the child. The window was broken.</i>		
S	I can use brackets, dashes and commas to indicate parenthesis.		
S	I can use modal verbs and adverbs (eg perhaps, surely) to indicate a degree of possibility.		
S	I can use commas to clarify meaning or avoid misunderstanding.		
Emerging		Developing	Secure

\*Not assessed in a single piece of Big Writing.