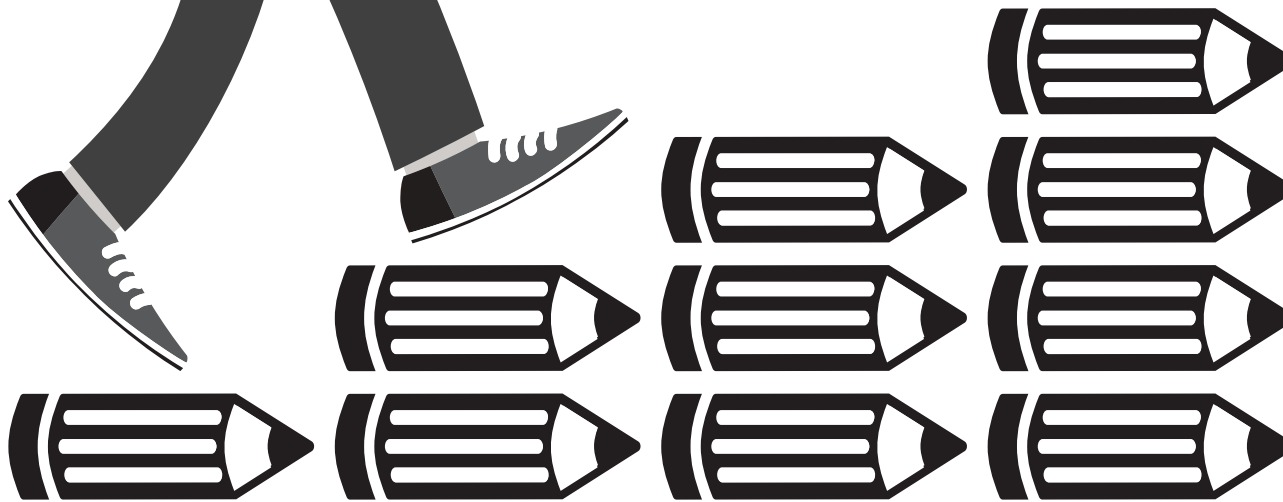


Learning and Progression Steps

Children's Targets for Writing





Learning and Progression Steps (LAPS) in Writing Children's Targets for Writing

The 'I will be able to' targets are a child-friendly version of the Learning and Progression Steps (LAPS). They represent skills to be acquired and then applied frequently, consistently and independently. They are created so that pupils understand more easily what is being taught, how it applies to them and what they need to be able to do to be a more skilful reader.

'Targets' are just that. Something to be aimed for; something not yet achieved. Pupils should understand, and be able to explain what they need to do to achieve their target.

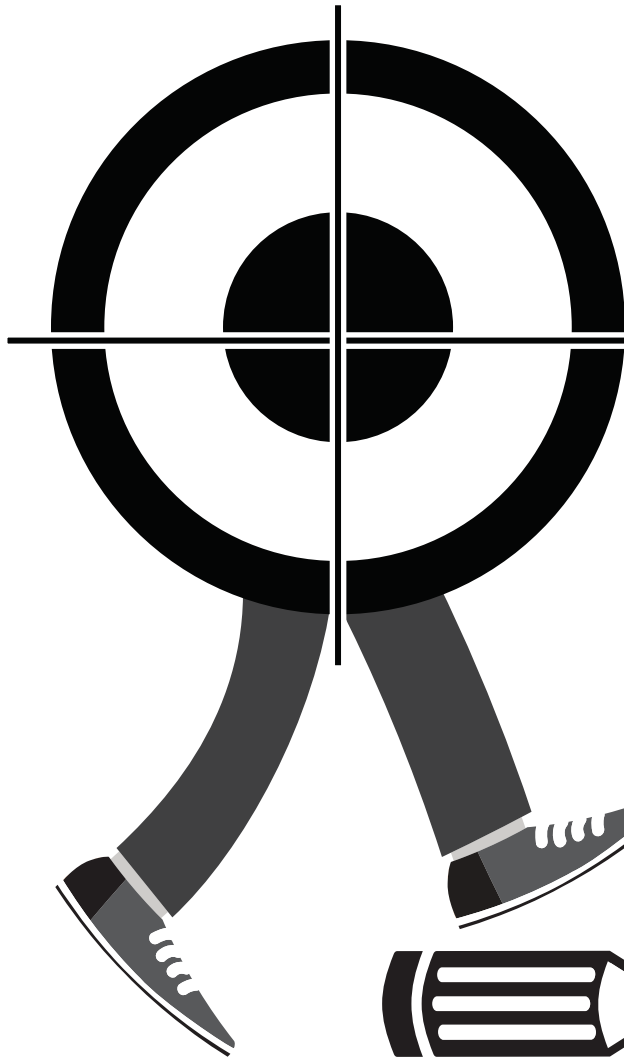
The following pages list targets which have been made accessible for pupils. The first section contains the Learning and Progression Steps (LAPS) alongside their child-friendly target equivalents. The LAPS versions contain more examples to support the teacher in pitching the learning appropriately. The second section contains just the children's targets; these are written more simply and succinctly for the children. These 'child-friendly' targets will require explanation and modelling by the teacher in order to support the children's understanding and communicate an appropriate pitch of learning.

Points to remember:

- When setting targets, set those that are the pupil's next steps in learning, not what they already can do, or do not relate to their current needs.
- Targets may be achieved in one session or over time.
- Select targets that are significant steps for that pupil/group of pupils. They may already have some of the skills listed in the age related grid so only need the target/s that will make a difference.
- A target may provide the focus for one or several guided Writing sessions. As the target will be a child-friendly version of the objective, it provides a simple way of informing the children of what is being taught, learned and applied.
- Targets need to be shared with, and understood, by children. It may be beneficial to share longer term targets with parents and carers also.
- The target should inform teaching and learning until achieved.
- Many targets appear similar at both early and advanced levels. It is the level of the text, and the pupil's response, which determine success.

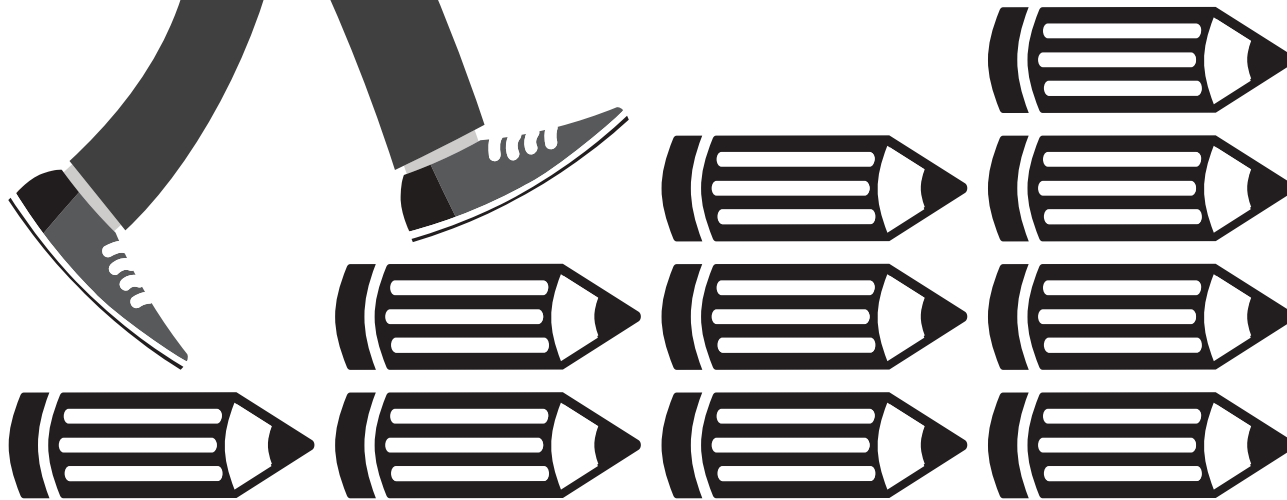
The following Lancashire Writing documents can be downloaded from **www.lancsngfl.ac.uk**

- Key Learning in Writing.
- Learning and Progression Steps (LAPS) in Writing: Group Writing Grids.
- Learning and Progression Steps (LAPS) in Writing: Planning for Progression.
- Key Learning Indicators of Performance in Writing (KLIPs).



Section 1

LAPS and Child Friendly Targets



Children's Targets for Writing

Year 1 Targets 1



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. <i>traditional tales, stories with repetitive patterns, stories from other cultures, fantasy.</i> Non-fiction e.g. <i>instructions, recounts, non-chronological reports.</i> Poetry e.g. <i>poems on a theme, traditional rhymes.</i> 		Year 1	
			Class:	
			Group:	
			Date/Term:	
Composition	Year 1 LAP 1	Year 1 Targets 1		
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Repeat a simple sentence modelled, e.g. <i>spoken by an adult or puppet.</i> Replicate in writing so that it can be read by themselves and others. 	<ul style="list-style-type: none"> I will be able to repeat and a sentence that someone else tells me and write it down. 		
	<ul style="list-style-type: none"> With adult prompting, separate words with spaces, e.g. <i>using a finger or lollipop stick as a spacer.</i> 	<ul style="list-style-type: none"> I will be able to put spaces between my words (using a lollipop stick and finger card). 		
	<ul style="list-style-type: none"> Use full stops to demarcate simple sentences. 	<ul style="list-style-type: none"> I will be able to put full stops at the end of my sentences. 		
	<ul style="list-style-type: none"> Recognise and write from memory capital letters. 	<ul style="list-style-type: none"> I will be able to spot capital letters. I will be able to write them without being shown first. 		
	<ul style="list-style-type: none"> Use capital letter for the personal pronoun <i>I</i>. 	<ul style="list-style-type: none"> I will be able to use the capital I when I am writing about myself. 		
	<ul style="list-style-type: none"> Identify and use question marks. 	<ul style="list-style-type: none"> I will be able to show you where question marks are and I will use them myself at the end of questions. 		
	<ul style="list-style-type: none"> Use the joining word <i>and</i> to link words in sentences, e.g. <i>Henry had a duck <u>and</u> a dog. Penguins can slip <u>and</u> slide.</i> 	<ul style="list-style-type: none"> I will be able to join ideas together with the word 'and'. 		
Composition: Planning	<ul style="list-style-type: none"> Orally plan and sequence ideas in narrative, e.g. <i>with adult support, create a story using small world props or pictures and orally rehearse.</i> 	<ul style="list-style-type: none"> I will be able to make my own stories up to tell other people, sometimes using toys or pictures. 		
	<ul style="list-style-type: none"> Orally rehearse ideas linked to non-fiction, e.g. <i>pass a 'microphone' around the group, into which each child can speak their sentence.</i> 	<ul style="list-style-type: none"> I will be able to make up non-fiction sentences and say them out loud. 		
Composition: Drafting and Writing	<ul style="list-style-type: none"> Orally compose every sentence before writing, e.g. <i>say the sentence three times to fix it in working memory.</i> 	<ul style="list-style-type: none"> I will be able to say my sentences out loud before I write them so that I am sure I know what I want to say. 		
	<ul style="list-style-type: none"> With adult support, re-read every sentence to check it makes sense. 	<ul style="list-style-type: none"> I will be able to read my sentences with an adult to make sure that they make sense. 		
	<ul style="list-style-type: none"> Orally compose and write sentences to form short narratives. 	<ul style="list-style-type: none"> I will be able to make up my own sentences and use them to write my own stories. 		
	<ul style="list-style-type: none"> Orally compose simple sentences to write short non-fiction texts, e.g. <i>information text, postcard, instructions.</i> 	<ul style="list-style-type: none"> I will be able to make up my own sentences and use them to write non-fiction texts. 		
Composition: Evaluating and Editing	<ul style="list-style-type: none"> Discuss their writing with adults and peers, giving an opinion, e.g. <i>I like my story because...</i> 	<ul style="list-style-type: none"> I will be able to talk to adults about my writing and say what I think about it. 		
Composition: Performing	<ul style="list-style-type: none"> Read their writing to an adult. 	<ul style="list-style-type: none"> I will be able to read my writing out to an adult. 		

Children's Targets in Writing

Year 1 Targets 2



Range of writing:	<ul style="list-style-type: none"> • Fiction e.g. <i>traditional tales, stories with repetitive patterns, stories from other cultures, fantasy.</i> • Non-fiction e.g. <i>instructions, recounts, non-chronological reports.</i> • Poetry e.g. <i>poems on a theme, traditional rhymes.</i> 		Year 1	
			Class:	
			Group:	
			Date/Term:	
Composition	Year 1 LAP 2	Year 1 Targets 2		
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Say, and hold in memory whilst writing, sentences that can be read by themselves and others. 	<ul style="list-style-type: none"> • I will be able to write sentences which other people can read. 		
	<ul style="list-style-type: none"> • Separate words with spaces. 	<ul style="list-style-type: none"> • I will be able to use spaces to separate my words. 		
	<ul style="list-style-type: none"> • Use capital letters and full stops to demarcate simple sentences. 	<ul style="list-style-type: none"> • I will be able to use a capital letter to mark the beginning of a sentence. • I will be able to a full stop to mark the end of a sentence. 		
	<ul style="list-style-type: none"> • Use capital letters for names of people, places and days of the week. 	<ul style="list-style-type: none"> • I will be able to use capital letters for names. 		
	<ul style="list-style-type: none"> • Identify and use exclamation marks. 	<ul style="list-style-type: none"> • I will be able to show you where an exclamation mark is. • I will be able to use an exclamation mark in my writing. 		
	<ul style="list-style-type: none"> • Use the joining word <i>and</i> to link clauses, e.g. <i>They all pulled the turnip <u>and</u> it came out of the ground. Peel the banana <u>and</u> slice it into pieces.</i> 	<ul style="list-style-type: none"> • I will be able to join two sentences with 'and'. 		
	<ul style="list-style-type: none"> • Use the joining word <i>but</i> to link words (<i>I have two sisters <u>but</u> no brothers.</i>) and clauses (<i>Cinderella wanted to go to the ball <u>but</u> she didn't have a dress.</i>) 	<ul style="list-style-type: none"> • I will be able to join two sentences with 'but'. 		
Composition: Planning	<ul style="list-style-type: none"> • Sequence ideas and events in narrative, e.g. <i>creating a story map and using it to orally rehearse ideas.</i> 	<ul style="list-style-type: none"> • I will be able to tell a story with the events in order. 		
	<ul style="list-style-type: none"> • Sequence events in non-fiction recounts, e.g. <i>use pictures and props to create a simple timeline, adding sequencing vocabulary such as 'first', 'next', 'after that' and 'finally'. Use these to orally rehearse.</i> 	<ul style="list-style-type: none"> • I will be able to tell non-fiction information with events in order. 		
Composition: Drafting and Writing	<ul style="list-style-type: none"> • Orally compose every sentence before writing, including compound sentences using the joining words 'and' and 'but'. 	<ul style="list-style-type: none"> • I will be able to try my sentence ideas out loud before I write them down, including ones with the words 'and' and 'but'. 		
	<ul style="list-style-type: none"> • Re-read every sentence to check it makes sense. 	<ul style="list-style-type: none"> • I will be able to re-read my sentences to check they make sense. 		
	<ul style="list-style-type: none"> • Orally compose and sequence their own sentences to write short narratives. 	<ul style="list-style-type: none"> • I will be able to make up my own sentences to write my own stories. 		
	<ul style="list-style-type: none"> • Orally compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, instructions.</i> 	<ul style="list-style-type: none"> • I will be able to make up my own sentences to write non-fiction texts. 		
Composition: Evaluating and Editing	<ul style="list-style-type: none"> • Discuss their writing with adults, saying what they like about it, e.g. <i>my favourite word is...</i> 	<ul style="list-style-type: none"> • I will be able to tell adults what I like about my writing. 		
Composition: Performing	<ul style="list-style-type: none"> • Read their writing audibly to a small group. 	<ul style="list-style-type: none"> • I will be able to read my writing out loud to my group, so that they can all hear me properly. 		

Children's Targets in Writing

Year 1 Targets 3



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. <i>traditional tales, stories with repetitive patterns, stories from other cultures, fantasy.</i> Non-fiction e.g. <i>instructions, recounts, non-chronological reports.</i> Poetry e.g. <i>poems on a theme, traditional rhymes.</i> 		Year 1
			Class:
			Group:
			Date/Term:
Composition	Year 1 LAP 3	Year 1 Targets 3	
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and'. 	<ul style="list-style-type: none"> I will be able to say my sentence and hold it in my head while I write it. I will be able to write sentences that other people can read. 	
	<ul style="list-style-type: none"> Separate words with spaces of a roughly consistent size. 	<ul style="list-style-type: none"> I will be able to use spaces between my words. 	
	<ul style="list-style-type: none"> Use capital letters and full stops to demarcate simple sentences in independent writing. 	<ul style="list-style-type: none"> I will be able to use capital letters in my writing. I will be able to use full stops in my writing. 	
	<ul style="list-style-type: none"> Use capital letters for names of people, places, days of the week and the personal pronoun <i>I</i>, e.g. <i>editing and improving independent writing with support.</i> 	<ul style="list-style-type: none"> I will be able to use capital letters when I write names. 	
	<ul style="list-style-type: none"> Identify and use question marks and exclamation marks in independent writing. 	<ul style="list-style-type: none"> I will be able to use question marks when I write questions. I will be able to use exclamation marks in my writing. 	
	<ul style="list-style-type: none"> Use the joining word <i>and</i> to link words and clauses in independent writing. 	<ul style="list-style-type: none"> I will be able to use 'and' to join two sentences together. 	
	<ul style="list-style-type: none"> Use the joining word <i>or</i> to link words (<i>I could sleep in the tent or the caravan.</i>) and clauses (<i>The Little Robot could stay in the forest or he could ride on the train.</i>) 	<ul style="list-style-type: none"> I will be able to use 'or' to join two ideas together. 	
Composition: Planning	<ul style="list-style-type: none"> Use familiar plots for structuring the opening, middle and end of their stories, e.g. <i>innovating on a known story and orally rehearse.</i> 	<ul style="list-style-type: none"> I will be able to tell stories with a opening, middle and end. 	
	<ul style="list-style-type: none"> Sequence ideas and events in different non-fiction texts, e.g. <i>decide on information or events to put on each page in a simple non-fiction book.</i> 	<ul style="list-style-type: none"> I will be able to put my information in order in a non-fiction text. 	
Composition: Drafting and Writing	<ul style="list-style-type: none"> Orally compose every sentence before writing including compound sentences using the joining words 'and', 'but' and 'or'. 	<ul style="list-style-type: none"> I will be able to say my sentences out loud before writing them. 	
	<ul style="list-style-type: none"> Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words. 	<ul style="list-style-type: none"> I will be able to re-read my own sentences to make sure that they make sense. 	
	<ul style="list-style-type: none"> Orally compose and sequence their own sentences, including some which use joining words, to write short narratives. 	<ul style="list-style-type: none"> I will be able to write my own stories with my own sentences. 	
	<ul style="list-style-type: none"> Orally compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts.</i> 	<ul style="list-style-type: none"> I will be able to write non-fiction texts with my own sentences. 	
Composition: Evaluating and Editing	<ul style="list-style-type: none"> Discuss their writing with adults and peers, e.g. <i>using speaking frames such as 'The best word I have used is...'; 'My handwriting is good because...'; 'I am proud of my writing because...'</i> 	<ul style="list-style-type: none"> I will be able to talk about my writing, saying what is good about it. 	
Composition: Performing	<ul style="list-style-type: none"> Read aloud their writing audibly to adults and peers, e.g. <i>larger group or whole class.</i> 	<ul style="list-style-type: none"> I will be able to read my writing out loud to the whole class. 	

Children's Targets in Writing

Year 2 Targets 1



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. traditional tales, stories with familiar settings, animal adventures, stories based on models from reading. Non-fiction, e.g. instructions, recounts, letters, persuasive texts, non-chronological reports, explanations. Poetry e.g. classic poems, poems on a theme, poems with a structure. 		Year 2	
			Class:	
			Group:	
			Date/Term:	
Composition	Year 2 LAP 1	Year 2 Targets 1		
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the joining words <i>and</i> and <i>but</i> (co-ordination). 	<ul style="list-style-type: none"> I will be able to say out loud and write down sentences using capital letters and full stops. I will be able to join my ideas using the joining words <i>and</i> and <i>but</i>. 		
	<ul style="list-style-type: none"> Use sentences with different forms: questions and exclamations. 	<ul style="list-style-type: none"> I will be able to write question and exclamation sentences. 		
	<ul style="list-style-type: none"> Secure the use of full stops, capital letters, exclamation marks and question marks. 	<ul style="list-style-type: none"> I will be able to use full stops, capital letters, exclamation marks and question marks more confidently and correctly. 		
	<ul style="list-style-type: none"> Use subordination for time using <i>when</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> 	<ul style="list-style-type: none"> I will be able to write sentences using the word <i>when</i> in the middle. I will be able to write sentences using the word <i>when</i> at the beginning. 		
	<ul style="list-style-type: none"> Use subordination for reason using <i>because</i> e.g. <i>He wore his coat because it was raining. Because it was raining, he wore his coat.</i> 	<ul style="list-style-type: none"> I will be able to write sentences using the word <i>because</i> in the middle. I will be able to write sentences using the word <i>because</i> at the beginning. 		
	<ul style="list-style-type: none"> Use the subordinating conjunction <i>that</i> in oral sentences using starter prompts, e.g. <i>I hope that ...; My teacher told me that...; He said that...</i> 	<ul style="list-style-type: none"> I will be able to finish sentences which use the word <i>that</i>, e.g. <i>I hope that ...; My teacher told me that...; He said that...</i> 		
	<ul style="list-style-type: none"> Identify, understand and select verbs to complete sentences. 	<ul style="list-style-type: none"> I will be able to understand what verbs are and spot them in reading and my writing. I will be able to choose verbs to complete sentences so they make sense. 		
	<ul style="list-style-type: none"> Use the progressive form of verbs in the present tense, orally and in writing, to mark actions in progress, e.g. <i>She is watching television. I am reading my favourite book.</i> 	<ul style="list-style-type: none"> I will be able to use verbs in the present tense in my talking and in my writing, to show that actions are still happening. 		
	<ul style="list-style-type: none"> Use past tense accurately and consistently for narratives, recounts and historical reports. 	<ul style="list-style-type: none"> I will be able to use the past tense correctly in my stories, recounts and historical reports. 		
	<ul style="list-style-type: none"> Identify, understand and select nouns to complete sentences. 	<ul style="list-style-type: none"> I will be able to understand what nouns are and spot them in my reading and writing. I will be able to choose nouns to complete sentences so they make sense. 		
<ul style="list-style-type: none"> Generate, select and effectively use adjectives. 	<ul style="list-style-type: none"> I will be able to think of adjectives. I will be able to choose and use adjectives carefully. 			
<ul style="list-style-type: none"> Identify, understand and select adverbs to complete sentences. 	<ul style="list-style-type: none"> I will be able to spot adverbs and understand what they are. I will be able to choose adverbs to complete sentences so they make sense. 			
Composition: Planning	<ul style="list-style-type: none"> Discuss and plan what to write about e.g. <i>story mapping, innovating on a known story, generating and developing vocabulary and ideas.</i> 	<ul style="list-style-type: none"> I will be able to discuss and plan what I'm writing about. 		
Composition: Drafting and Writing	<ul style="list-style-type: none"> Orally rehearse each sentence prior to writing including simple and compound sentences. 	<ul style="list-style-type: none"> I will be able to rehearse each of my sentences out loud before I write them down. 		
	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. <i>to entertain children in Reception with our traditional tales. Discuss the language needed, e.g. story book language; repeated words and phrases to join in with.</i> 	<ul style="list-style-type: none"> I will be able to talk about who I am writing for and why. I will be able to discuss the words and phrases I need to use. 		

Children's Targets in Writing

Year 2 Targets 1



Composition: Evaluating and Editing	<ul style="list-style-type: none"> Edit and improve own writing with specific guidance from the teacher, e.g. <i>Can you add the question marks to the sentences where they are needed?</i> 	<ul style="list-style-type: none"> I will be able to reread my writing to check it, improving it by listening to what my teacher says.
	<ul style="list-style-type: none"> Evaluate their writing with adults, saying what they think is good about the writing and what might make it even better. 	<ul style="list-style-type: none"> I will be able to talk about my writing with an adult, telling them what I think is good about it and what might make it even better.
	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation. 	<ul style="list-style-type: none"> I will be able to reread my writing to check for mistakes in spelling and punctuation, and to check it makes sense.
Composition: Performing	<ul style="list-style-type: none"> Read aloud their writing with intonation, taking note of punctuation to make the meaning clear, e.g. <i>pausing at full stops, question marks and exclamation marks.</i> 	<ul style="list-style-type: none"> I will be able to read my writing out loud with expression, thinking carefully about the punctuation I have used.

Children's Targets for Writing

Year 2 Targets 2



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. traditional tales, stories with familiar settings, animal adventures, stories based on models from reading. Non-fiction, e.g. instructions, recounts, letters, persuasive texts, non-chronological reports, explanations. Poetry e.g. classic poems, poems on a theme, poems with a structure. 		Year 2	
			Class:	
			Group:	
			Date/Term:	
Composition	Year 2 LAP 2	Year 2 Targets 2		
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the joining words <i>so</i> and <i>or</i> (co-ordination). 	<ul style="list-style-type: none"> I will be able to say out loud and write down sentences using capital letters and full stops. I will be able to join my ideas using the joining words <i>so</i> and <i>or</i>. 		
	<ul style="list-style-type: none"> Use sentences with different forms: statements and commands. 	<ul style="list-style-type: none"> I will be able to write statement and command sentences. 		
	<ul style="list-style-type: none"> With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks. 	<ul style="list-style-type: none"> I will be able to check and with a bit of help, improve my own writing using full stops, capital letters, exclamation marks and question marks. 		
	<ul style="list-style-type: none"> Use commas to separate items in a list. 	<ul style="list-style-type: none"> I will be able to use commas when writing a list. 		
	<ul style="list-style-type: none"> Use subordination for time using <i>before</i> and <i>after</i> e.g. <i>We ate our picnic before the rain came. Before the rain came, we ate our picnic.</i> 	<ul style="list-style-type: none"> I will be able to write sentences using the words <i>before</i> and <i>after</i> in the middle. I will be able to write sentences with the words <i>before</i> and <i>after</i> at the beginning. 		
	<ul style="list-style-type: none"> Use subordination for reason using <i>if</i> e.g. <i>If a plant does not get enough water, it will die. If people eat too much sugar, it can cause tooth decay. If you want to stay healthy, get plenty of exercise.</i> 	<ul style="list-style-type: none"> I will be able to write sentences using the word <i>if</i> in the middle. I will be able to write sentences using the word <i>if</i> at the beginning. 		
	<ul style="list-style-type: none"> Use the subordinating conjunction <i>that</i> in sentences and use in narrative writing, e.g. <i>Dougal said that he would love to stay.</i> 	<ul style="list-style-type: none"> I will be able to write sentences using the word <i>that</i> in the middle and use these sentences in my story writing. 		
	<ul style="list-style-type: none"> Generate, select, and effectively use verbs. 	<ul style="list-style-type: none"> I will be able to think of verbs. I will be able to choose and use verbs appropriately. 		
	<ul style="list-style-type: none"> Explore the progressive form of verbs in the past tense, orally and in writing, to mark actions in progress, e.g. <i>He was singing at the top of his voice. They were flying through space.</i> 	<ul style="list-style-type: none"> I will be able to use verbs in the past tense, in my talking and in my writing, to show that actions <i>were</i> happening. 		
	<ul style="list-style-type: none"> Use present tense accurately and consistently for non-chronological reports and persuasive adverts. 	<ul style="list-style-type: none"> I will be able to use the present tense correctly in my non-chronological reports and persuasive adverts. 		
	<ul style="list-style-type: none"> Generate, select and effectively use nouns. 	<ul style="list-style-type: none"> I will be able to think of nouns. I will be able to choose and use nouns appropriately. 		
	<ul style="list-style-type: none"> Edit and improve own writing by strengthening the use of adjectives to create simple noun phrases, e.g. <i>the ferocious green dragon</i>. 	<ul style="list-style-type: none"> I will be able to check and improve my writing by choosing better adjectives to create noun phrases. 		
	<ul style="list-style-type: none"> Generate, select and effectively use adverbs. 	<ul style="list-style-type: none"> I will be able to think of adverbs. I will be able to choose and use adverbs appropriately. 		
Composition: Planning	<ul style="list-style-type: none"> Discuss and plan what to write about e.g. <i>story mapping, innovating on a known story, extending vocabulary and ideas</i>. 	<ul style="list-style-type: none"> I will be able to discuss and plan what I'm writing about. 		

Children's Targets for Writing

Year 2 Targets 2



Composition: Drafting and Writing	<ul style="list-style-type: none"> Orally rehearse every sentence before writing, including those which have been extended. 	<ul style="list-style-type: none"> I will be able to rehearse each of my sentences out loud before I write them down, including those that have been made longer.
	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. <i>to entertain our classmates with our explorer stories</i>. Discuss structure needed, e.g. <i>an opening which introduces the character, problem/s and ending</i>. Plan and write clear sections, drafting short sections as appropriate. 	<ul style="list-style-type: none"> I will be able to talk about who I am writing for and why. I will be able to discuss how I am going to organise my writing. I will be able to plan and write in sections, drafting if I need to.
Composition: Evaluating and Editing	<ul style="list-style-type: none"> Edit and improve own writing with some signposting from the teacher, e.g. <i>I have put a star next to a sentence that I think can be improved. Can you improve it?</i> 	<ul style="list-style-type: none"> I will be able to reread my writing to check it, improving it by listening to the clues given me by my teacher.
	<ul style="list-style-type: none"> Discuss and establish a response partner agreement. Use this to support the process of evaluating their writing with peers and adults. 	<ul style="list-style-type: none"> I will be able to talk about, and agree to work with a response partner. I will be able to work with my response partner and adults, to help me improve my writing.
	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs, e.g. spotting and changing <i>he walking to the shop to he walked to the shop</i>. 	<ul style="list-style-type: none"> I will be able to reread my writing to check for mistakes in spelling and punctuation. I will be able to check I have used the correct form of verbs and that my writing makes sense.
Composition: Performing	<ul style="list-style-type: none"> Read aloud their writing with intonation taking note of punctuation to make the meaning clear e.g. <i>pausing at commas which separate items in a list</i>. 	<ul style="list-style-type: none"> I will be able to read my writing out loud with expression, looking carefully at the punctuation I have used.

Children's Targets in Writing

Year 2 Target 3



Range of writing:	<ul style="list-style-type: none"> • Fiction e.g. traditional tales, stories with familiar settings, animal adventures, stories based on models from reading. • Non-fiction, e.g. instructions, recounts, letters, persuasive texts, non-chronological reports, explanations. • Poetry e.g. classic poems, poems on a theme, poems with a structure. 		Year 2	
			Class:	
			Group:	
			Date/Term:	
Composition	Year 2 LAP 3	Year 2 Targets 3		
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Within their own writing, edit and improve simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i> (co-ordination). 	<ul style="list-style-type: none"> • I will be able to read my own writing to check my sentences. I will be able to improve some of my sentences using the joining words <i>and, but, so</i> and <i>or</i>. 		
	<ul style="list-style-type: none"> • Use and punctuate correctly sentences with different forms: statement, question, command, exclamation. 	<ul style="list-style-type: none"> • I will be able to write statement, question, command and exclamation sentences. I will be able to use capital letters, full stops, question marks and exclamation marks correctly. 		
	<ul style="list-style-type: none"> • Independently, edit and improve own writing using full stops, capital letters, exclamation marks and question marks. 	<ul style="list-style-type: none"> • I will be able to check my writing myself and improve it using full stops, capital letters, exclamation marks and question marks. 		
	<ul style="list-style-type: none"> • Use commas to separate items in a list in fiction and non-fiction texts, including cross curricular writing. 	<ul style="list-style-type: none"> • I will be able to use commas when writing lists in fiction and non-fiction, including in my topic work. 		
	<ul style="list-style-type: none"> • Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll.</i> 	<ul style="list-style-type: none"> • I will be able to use apostrophes to show where letters are missing in words like <i>can't</i> and <i>don't</i>. 		
	<ul style="list-style-type: none"> • Use apostrophes for singular possession in nouns, e.g. <i>the girl's name.</i> 	<ul style="list-style-type: none"> • I will be able to use apostrophes to show when something belongs to someone. 		
	<ul style="list-style-type: none"> • Use subordination for time using <i>when, before</i> and <i>after</i> e.g. <i>Mrs Grinling reached for the mustard pot after the plot with Hamish the cat failed. After the plot with Hamish the cat failed, Mrs Grinling reached for the mustard pot.</i> 	<ul style="list-style-type: none"> • I will be able to write sentences using the words <i>when, before</i> and <i>after</i> in the middle. • I will be able to write sentences with the words <i>when, before</i> and <i>after</i> at the beginning. 		
	<ul style="list-style-type: none"> • Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I would go on an exotic holiday if I won the lottery. If I won the lottery, I would go on an exotic holiday.</i> 	<ul style="list-style-type: none"> • I will be able to write sentences using the words <i>because</i> and <i>if</i> in the middle. • I will be able to write sentences with the words <i>because</i> and <i>if</i> at the beginning. 		
	<ul style="list-style-type: none"> • Use the subordinating conjunction <i>that</i> in sentences and use these in non-fiction writing such as a recount or letter, e.g. <i>I thought that Mr Jones was going to fall in the water! I hope that you write back soon.</i> 	<ul style="list-style-type: none"> • I will be able to write sentences using the word <i>that</i> in the middle and use these sentences in some of my non-fiction writing. 		
	<ul style="list-style-type: none"> • Independently, edit and improve own writing by strengthening the use of verbs. 	<ul style="list-style-type: none"> • I will be able to check my writing myself and improve it by thinking carefully about the verbs I choose. 		
<ul style="list-style-type: none"> • Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. 	<ul style="list-style-type: none"> • I will be able to experiment using verbs in the present tense and past tense, to show that actions are or were happening. 			
<ul style="list-style-type: none"> • Independently, edit and improve own writing to ensure accurate and consistent use of tense, e.g. past tense for <i>narratives and recounts</i>; present tense for <i>non-chronological reports, persuasive adverts and explanations.</i> 	<ul style="list-style-type: none"> • I will be able to check and improve my writing myself to make sure I have used the past and present tense correctly. 			

Children's Targets in Writing

Year 2 Target 3



Vocabulary, Grammar and Punctuation Contd.	<ul style="list-style-type: none"> Independently, edit and improve own writing by strengthening the use of nouns. 	<ul style="list-style-type: none"> I will be able to check and improve my writing myself to make sure I've chosen the best nouns.
	<ul style="list-style-type: none"> Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). 	<ul style="list-style-type: none"> I will be able to spot noun phrases in reading. I will be able to think of my own noun phrases and use them effectively in my writing, thinking about my reader.
	<ul style="list-style-type: none"> Independently, edit and improve own writing by strengthening the use of adverbs. 	<ul style="list-style-type: none"> I will be able to check and improve my writing myself to make sure I've chosen the best adverbs.
Composition: Planning	<ul style="list-style-type: none"> Discuss and plan what to write about e.g. <i>story mapping, innovating on a known story, drawing on vocabulary and ideas from reading.</i> 	<ul style="list-style-type: none"> I will be able to rehearse each of my sentences out loud before I write them down, using some of the sentence structures from the texts I am reading.
Composition: Drafting and Writing	<ul style="list-style-type: none"> Drawing on sentence structures from known texts, orally rehearse every sentence before writing, e.g. <i>This is a story about a rat. Not any old rat but a rat who travelled the highway!</i> 	<ul style="list-style-type: none"> I will be able to talk about who I am writing for and why. I will be able to discuss the language I need to use and how I am going to organise my writing.
	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. <i>to persuade children in Year 1 to visit our farm shop</i>. Discuss the language and structural organisation needed, e.g. <i>a snappy slogan, a question, alliteration, bullet points, exclamations, captions.</i> 	<ul style="list-style-type: none"> I will be able to reread my writing to check it. I will be able to improve my writing by thinking carefully about who I am writing for and why.
Composition: Evaluating and Editing	<ul style="list-style-type: none"> Edit and improve own writing in relation to audience and purpose. 	<ul style="list-style-type: none"> I will be able to discuss my writing with adults and children in my class. I will be able to think carefully about how well my writing has done its job and how well it talks to its reader.
	<ul style="list-style-type: none"> Evaluate their writing with adults and peers. Reflect on how well it has met its purpose and the effect on the audience. 	<ul style="list-style-type: none"> I will be able to reread my writing to check for mistakes in spelling and punctuation. I will be able to check I have used the correct form of verbs and that my writing makes sense.
	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs, e.g. spotting and changing <i>he walking to the shop</i> to <i>he walked to the shop</i> or <i>he was walking to the shop</i>. 	<ul style="list-style-type: none"> I will be able to read my writing out loud with expression, paying attention to the punctuation I have used.
Composition: Performing	<ul style="list-style-type: none"> Read aloud their writing with tone and intonation, taking note of punctuation to make the meaning clear e.g. <i>pausing at full stops, changing voice in response to an exclamation mark and question mark.</i> 	<ul style="list-style-type: none"> I will be able to rehearse each of my sentences out loud before I write them down, using some of the sentence structures from the texts I am reading.

Children's Targets in Writing

Year 3 Targets 1



Range of writing:	<ul style="list-style-type: none"> • Fiction e.g. <i>fables, folk tales, mystery, adventure, fantasy, play scripts.</i> • Non-fiction e.g. persuasive letters, diaries, non-chronological reports, explanations, recounts (biographies), discussion. • Poetry e.g. classic poems, shape poems, calligrams, poems on a theme. 		Year 3	
			Class:	
			Group:	
			Date/Term:	
Composition	Year 3 LAP 1	Year 3 Targets 1		
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Identify clauses in sentences. 	<ul style="list-style-type: none"> • I will be able to spot clauses in sentences. 		
	<ul style="list-style-type: none"> • Explore and identify main and subordinate clauses in complex sentences. 	<ul style="list-style-type: none"> • I will be able to spot subordinate clauses in complex sentences. 		
	<ul style="list-style-type: none"> • Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, while, before, after.</i> 	<ul style="list-style-type: none"> • I will be able to spot complex sentences and create my own, using a range of conjunctions such as <i>when, while, before, after.</i> 		
	<ul style="list-style-type: none"> • Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Before he started making films, Walt Disney worked as an artist. After the bird had sprinkled the crumbs, a magnificent forest sprang up.</i> 	<ul style="list-style-type: none"> • I will be able to use commas to separate clauses in complex sentences where the subordinate clause comes first, e.g. <i>Before he started making films, Walt Disney worked as an artist. After the bird had sprinkled the crumbs, a magnificent forest sprang up.</i> 		
	<ul style="list-style-type: none"> • Identify, understand and select prepositions to complete sentences e.g. <i>above, below, beneath, within, outside, beyond.</i> 	<ul style="list-style-type: none"> • I will be able to choose appropriate prepositions such as <i>above, below, beneath, within, outside, beyond</i> to complete sentences, showing my understanding in my choice. 		
	<ul style="list-style-type: none"> • Identify, understand and select adverbs to complete sentences e.g. <i>suddenly, silently, eventually, cautiously, timidly.</i> 	<ul style="list-style-type: none"> • I will be able to select adverbs such as <i>suddenly, silently, eventually, cautiously, timidly</i> to complete sentences, showing my understanding in my choice. 		
	<ul style="list-style-type: none"> • Identify speech within a passage of text, e.g. <i>highlight the words spoken by a character and the inverted commas (speech marks).</i> 	<ul style="list-style-type: none"> • I will be able to identify speech in a text, highlighting the words spoken by a character together with the inverted commas (speech marks). 		
	<ul style="list-style-type: none"> • Identify, understand and select the perfect form of verbs to complete sentences e.g. <i>We have researched healthy foods</i> (present perfect) instead of <i>We researched healthy foods</i> (simple past). 	<ul style="list-style-type: none"> • I will be able to spot, understand and select the perfect form of verbs to complete sentences. 		
	<ul style="list-style-type: none"> • Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i> 	<ul style="list-style-type: none"> • I will be able to use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel. 		
Composition: Planning	<ul style="list-style-type: none"> • Identify purpose and audience for writing, e.g. <i>to retell events from Walt Disney's life for our Year 2 audience.</i> Discuss the vocabulary, grammar and structural organisation needed, e.g. chronological order, information organised in sections/paragraphs, past tense, adverbs to signal time. 	<ul style="list-style-type: none"> • I will be able to identify the purpose and audience for my writing, e.g. <i>to retell events from Walt Disney's life for our Year 2 audience.</i> I will also be able to discuss the vocabulary, grammar and structure needed. 		
	<ul style="list-style-type: none"> • Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, timeline, boxing up.</i> 			
Composition: Drafting and Writing	<ul style="list-style-type: none"> • Create and develop characters for narrative, e.g. <i>using adjectives, noun phrases, powerful verbs, adding detail to describe appearance and behaviour.</i> 	<ul style="list-style-type: none"> • I will be able to create and develop characters for narrative. 		
	<ul style="list-style-type: none"> • Improve a passage prepared by the teacher (e.g. <i>one written using simple sentences only</i>) with a focus on different sentence structures. 	<ul style="list-style-type: none"> • I will be able to improve a passage prepared by the teacher by using different sentence structures. 		
	<ul style="list-style-type: none"> • Using facts provided by the teacher, group related material into paragraphs e.g. <i>sort facts on cards under headings provided.</i> 	<ul style="list-style-type: none"> • I will be able to group related information into paragraphs using facts provided by the teacher. 		

Children's Targets in Writing

Year 3 Targets 1



Composition: Evaluating and Editing	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation in own writing. 	<ul style="list-style-type: none"> • I will be able to proofread to check for mistakes in spelling, grammar and punctuation in own writing.
	<ul style="list-style-type: none"> • Discuss own writing with the teacher and make some improvements the light of evaluation. 	<ul style="list-style-type: none"> • I will be able to make some improvements to my own writing after discussion with the teacher.
Composition: Performing	<ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a group or class. 	<ul style="list-style-type: none"> • I will be able to use appropriate intonation, tone and volume to present my writing to a group or class.

Children's Targets in Writing

Year 3 Targets 2



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. <i>fables, folk tales, mystery, adventure, fantasy, play scripts.</i> Non-fiction e.g. persuasive letters, diaries, non-chronological reports, explanations, recounts (biographies), discussion. Poetry e.g. classic poems, shape poems, calligrams, poems on a theme. 		Year 3	
			Class:	
			Group:	
			Date/Term:	
Composition	Year 3 LAP 2	Year 3 Targets 2		
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Identify clauses in sentences. 	<ul style="list-style-type: none"> I will be able to identify clauses in sentences. 		
	<ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences. 	<ul style="list-style-type: none"> I will be able to identify main and subordinate clauses in complex sentences. 		
	<ul style="list-style-type: none"> Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, although, so.</i> 	<ul style="list-style-type: none"> I will be able to identify and create complex sentences using a range of conjunctions e.g. <i>if, although, so.</i> 		
	<ul style="list-style-type: none"> Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>If people live near volcanoes, they are in danger of their homes being destroyed. <u>Although</u> the Iron Man fell off the cliff, he wasn't harmed.</i> 	<ul style="list-style-type: none"> I will be able to use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>If people live near volcanoes, they are in danger of their homes being destroyed. <u>Although</u> the Iron Man fell off the cliff, he wasn't harmed.</i> 		
	<ul style="list-style-type: none"> Generate and select prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i> 	<ul style="list-style-type: none"> I will be able to think up and select prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i> 		
	<ul style="list-style-type: none"> Select, generate and extend the use of adverbs e.g. <i>first, soon, next, later, yesterday, now, instantly, precisely, securely.</i> 	<ul style="list-style-type: none"> I will be able to think up, select and extend my use of adverbs e.g. <i>first, soon, next, later, yesterday, now, instantly, precisely, securely.</i> 		
	<ul style="list-style-type: none"> Identify and use inverted commas (speech marks), to punctuate direct speech e.g. <i>improvise a short exchange of dialogue through role play; write and punctuate the speech using inverted commas.</i> 	<ul style="list-style-type: none"> I will be able to identify and use inverted commas (speech marks), to punctuate direct speech. 		
	<ul style="list-style-type: none"> Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. Barney said, <i>"I don't know where Stig <u>has gone</u>."</i> (present perfect) instead of Barney said, <i>"I don't know where Stig <u>went</u>."</i> (simple past). 	<ul style="list-style-type: none"> I will be able to use the perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. Barney said, <i>"I don't know where Stig <u>has gone</u>."</i> (present perfect) instead of Barney said, <i>"I don't know where Stig <u>went</u>."</i> (simple past). 		
Composition: Planning	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. <i>to entertain other Year 3 children with poems for a class anthology.</i> Discuss the vocabulary, grammar and structural organisation needed. 	<ul style="list-style-type: none"> I will be able to identify the purpose and audience for my writing, e.g. <i>to entertain other Year 3 children with poems for a class anthology.</i> I will also be able to discuss the vocabulary, grammar and structure needed. 		
	<ul style="list-style-type: none"> Discuss and record ideas for planning, e.g. <i>for poetry, generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc.</i> 	<ul style="list-style-type: none"> I will be able to discuss and record ideas for planning, e.g. <i>for poetry, generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc.</i> 		
Composition: Drafting and Writing	<ul style="list-style-type: none"> Improvise, create and write dialogue using inverted commas (speech marks), synonyms for 'said' and, where appropriate, adverbs e.g. <i>"Get out of here!" shouted Bob angrily.</i> 	<ul style="list-style-type: none"> I will be able to improvise, create and write dialogue using inverted commas (speech marks), synonyms for 'said' and, where appropriate, adverbs e.g. <i>"Get out of here!" shouted Bob angrily.</i> 		
	<ul style="list-style-type: none"> During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP). 	<ul style="list-style-type: none"> I will be able to use different sentence structures when I am writing. I will be able to orally compose alternatives and choose the best ones for effect. 		
	<ul style="list-style-type: none"> Group related material into paragraphs, e.g. <i>write facts about a well-known subject on individual sticky notes and group these under headings provided by the teacher.</i> 	<ul style="list-style-type: none"> I will be able to group related material into paragraphs. 		

Children's Targets in Writing

Year 3 Targets 2



Composition: Evaluating and Editing	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. • Discuss and propose changes with partners and improve writing in the light of evaluation. 	<ul style="list-style-type: none"> • I will be able to proofread to check for errors in spelling, grammar and punctuation in my own and others' writing. • I will be able to discuss and suggest changes with partners and improve my writing following discussion.
Composition: Performing	<ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. <i>pausing at commas to mark clauses in complex sentences in their own story; changing their voice for different characters when reading dialogue.</i> 	<ul style="list-style-type: none"> • I will be able to use appropriate intonation, tone and volume to present my writing to a group or class.

Children's Targets in Writing

Year 3 Targets 3



Range of writing:	<ul style="list-style-type: none"> • Fiction e.g. <i>fables, folk tales, mystery, adventure, fantasy, play scripts.</i> • Non-fiction e.g. persuasive letters, diaries, non-chronological reports, explanations, recounts (biographies), discussion. • Poetry e.g. classic poems, shape poems, calligrams, poems on a theme. 		Year 3	
			Class:	
			Group:	
			Date/Term:	
Composition	Year 3 LAP 3	Year 3 Targets 3		
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Explore and identify main and subordinate clauses in complex sentences. 	<ul style="list-style-type: none"> • I will be able to identify main and subordinate clauses in complex sentences. 		
	<ul style="list-style-type: none"> • Explore, identify and create complex sentences using a range of conjunctions e.g. <i>while, since.</i> 	<ul style="list-style-type: none"> • I will be able to identify and create complex sentences using a range of conjunctions e.g. <i>while, since.</i> 		
	<ul style="list-style-type: none"> • Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>While you were sleeping, I visited the Enchanted Wood. Since they had invaded Britain, the Romans had built many roads.</i> 	<ul style="list-style-type: none"> • I will be able to use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>While you were sleeping, I visited the Enchanted Wood. Since they had invaded Britain, the Romans had built many roads.</i> 		
	<ul style="list-style-type: none"> • Generate, select and effectively use prepositions in own writing e.g. <i>above, below, beneath, within, outside, beyond.</i> 	<ul style="list-style-type: none"> • I will be able to generate, select and effectively use prepositions in my own writing e.g. <i>above, below, beneath, within, outside, beyond.</i> 		
	<ul style="list-style-type: none"> • Independently, edit and improve own writing by strengthening the use of adverbs e.g. <i>swiftly, rudely, wearily, gingerly.</i> 	<ul style="list-style-type: none"> • I will be able to independently edit and improve my own writing by strengthening my use of adverbs e.g. <i>swiftly, rudely, wearily, gingerly.</i> 		
	<ul style="list-style-type: none"> • Use inverted commas to punctuate direct speech (speech marks) in independent writing. 	<ul style="list-style-type: none"> • I will be able to use inverted commas to punctuate direct speech (speech marks) in independent writing. 		
	<ul style="list-style-type: none"> • Independently, edit and improve own writing by using the perfect form of verbs where appropriate such as when writing dialogue in narrative and play scripts e.g. <i>Roman Soldier: He <u>has disappeared</u>, Sire!</i> (present perfect) instead of <i>Roman Soldier: He disappeared, Sire!</i> (simple past). 	<ul style="list-style-type: none"> • I will be able independently to edit and improve my own writing by using the perfect form of verbs where appropriate such as when writing dialogue in narrative and play scripts e.g. <i>Roman Soldier: He <u>has disappeared</u>, Sire!</i> (present perfect) instead of <i>Roman Soldier: He disappeared, Sire!</i> (simple past). 		
Composition: Planning	<ul style="list-style-type: none"> • Identify purpose and audience for writing, e.g. <i>to entertain children in Year 1 with our fantasy stories.</i> Discuss the vocabulary, grammar and structural organisation needed, e.g. <i>opening, build-up, problem, resolution, ending; adjectives and noun phrases to describe settings and characters; a range of simple and compound sentences; occasional use of complex sentences using conjunctions; some dialogue.</i> 	<ul style="list-style-type: none"> • I will be able to identify purpose and audience for writing, e.g. <i>to entertain children in Year 1 with our fantasy stories.</i> I will be able to discuss the vocabulary, grammar and structure needed. 		
	<ul style="list-style-type: none"> • Discuss and record ideas for planning, e.g. <i>story mountain, chunking a plot and innovating, flow charts, boxing up a non-fiction text and innovating, spidergrams.</i> 	<ul style="list-style-type: none"> • I will be able to discuss and record ideas for planning, e.g. <i>story mountain, chunking a plot and innovating, flow charts, boxing up a non-fiction text and innovating, spidergrams.</i> 		
Composition: Drafting and Writing	<ul style="list-style-type: none"> • Create and develop settings for narrative, e.g. <i>precise nouns, adjectives, noun phrases, details relating to the five senses.</i> 	<ul style="list-style-type: none"> • I will be able to create and develop settings for narrative. 		
	<ul style="list-style-type: none"> • During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP). 	<ul style="list-style-type: none"> • I will be able to independently edit and improve my own writing, whilst I am writing and afterwards, by using different sentence structures. 		
	<ul style="list-style-type: none"> • Group related material into paragraphs, identifying suitable headings, e.g. <i>write facts about a well-known subject on individual sticky notes, discuss how these might be grouped, agree on headings and sort accordingly.</i> 	<ul style="list-style-type: none"> • I will be able to group related material into paragraphs and identify suitable headings. 		

Children's Targets in Writing

Year 3 Targets 3



Composition: Evaluating and Editing	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing, e.g. <i>independently using a dictionary to check spellings.</i> 	<ul style="list-style-type: none"> • I will be able to proofread my own and others' writing to check for errors in spelling, grammar and punctuation.
	<ul style="list-style-type: none"> • With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation. 	<ul style="list-style-type: none"> • I will be able to discuss and propose changes to my writing with partners and in small groups, with a focus on audience and purpose. I will be able to improve my writing in the light of the shared evaluation.
Composition: Performing	<ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. <i>using adverbs to inform how something is said.</i> 	<ul style="list-style-type: none"> • I will be able to present my writing to a group or class using appropriate intonation, tone and volume, e.g. <i>using adverbs to inform how something is said.</i>

Children's Targets in Writing

Year 4 Targets 1



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. <i>fairy tales, folk tales, fantasy, myths, stories with issues and dilemmas, play scripts.</i> Non-fiction e.g. <i>newspapers, information texts, explanations, persuasion, discussion.</i> Poetry e.g. <i>classic poems, kennings, haiku, cinquain, poems on a theme.</i> 		Year 4	
			Class:	
			Group:	
			Date/Term:	
Composition	Year 4 LAP 1	Year 4 Targets 1		
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Create and use sentences with an adverb starter e.g. <i>Cautiously, Lila approached the fire fiend.</i> Use a comma after an adverb starter. 	<ul style="list-style-type: none"> I will be able to create and use sentences with an adverb starter. I will be able to use a comma after an adverb starter. 		
	<ul style="list-style-type: none"> Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> Use a comma after the fronted adverbial. 	<ul style="list-style-type: none"> I will be able to create sentences with fronted adverbials for when. I will be able to use a comma after the fronted adverbial. 		
	<ul style="list-style-type: none"> Use inverted commas to punctuate direct speech (speech marks). 	<ul style="list-style-type: none"> I will be able to use inverted commas (speech marks) to show when someone is speaking. 		
	<ul style="list-style-type: none"> Identify, select and effectively use pronouns e.g. <i>third person in narratives and newspapers (she, her, he, his, him, they, them, their, theirs, it, its).</i> 	<ul style="list-style-type: none"> I will be able to spot, choose and use pronouns. 		
	<ul style="list-style-type: none"> Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>. 	<ul style="list-style-type: none"> I will be able to name nouns to make my writing more precise. 		
	<ul style="list-style-type: none"> Explore, identify and use Standard English verb inflections in writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>. 	<ul style="list-style-type: none"> I will be able to spot, explore and use the correct form of verbs in my writing to make sure it grammatically makes sense. 		
Composition: Planning	<ul style="list-style-type: none"> Identify and discuss the purpose and audience of the writing e.g. <i>to explain a process to our parents</i>. Discuss the structure, vocabulary and grammar needed, e.g. <i>logically sequenced steps and technical vocabulary</i>. 	<ul style="list-style-type: none"> I will be able to identify and talk about why I am writing and who I am writing for. I will be able to discuss the structure, words and grammar needed. 		
	<ul style="list-style-type: none"> Discuss and record ideas for planning e.g. <i>for non-fiction writing, creating a text map or boxing-up text types to create a plan</i>. 	<ul style="list-style-type: none"> I will be able to talk about and record my ideas for planning. 		
Composition: Drafting and Writing	<ul style="list-style-type: none"> Develop characterisation using action, dialogue and description. 	<ul style="list-style-type: none"> I will be able to develop my characters using action, speech and description. 		
	<ul style="list-style-type: none"> Improvise and compose dialogue between two characters. 	<ul style="list-style-type: none"> I will be able to improvise and create a conversation between two characters. 		
	<ul style="list-style-type: none"> Improve a passage prepared by the teacher (e.g. one written using simple and compound sentences only) with a focus on different sentence structures. 	<ul style="list-style-type: none"> I will be able to improve a piece of text given me by the teacher, by using different ways of building sentences. 		
	<ul style="list-style-type: none"> Use paragraphs to organise writing in non-fiction texts, linking ideas across paragraphs using fronted adverbials for when e.g. in newspapers: <i>During the past few days, residents have reported vicious seagull attacks on tourists.</i> 	<ul style="list-style-type: none"> I will be able to use paragraphs to organise my writing in non-fiction texts, linking my ideas from one paragraph to another by using fronted adverbials for when. 		
	<ul style="list-style-type: none"> Link ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later...</i>, <i>Back at home...</i> 	<ul style="list-style-type: none"> I will be able to link my ideas from one paragraph to another by using fronted adverbials for when and where. 		

Children's Targets in Writing

Year 4 Targets 1



Composition: Evaluating and Editing	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation in own writing. 	<ul style="list-style-type: none"> • I will be able to proofread my writing to check for mistakes in spelling, grammar and punctuation.
	<ul style="list-style-type: none"> • Discuss own writing with the teacher or a partner and make some improvements in the light of evaluation. 	<ul style="list-style-type: none"> • I will be able to talk about my writing with my teacher or a partner and make some changes in response to some of the points made.
Composition: Performing	<ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. <i>pausing at commas which follow adverbs.</i> 	<ul style="list-style-type: none"> • I will be able to read my writing aloud to a group or class with meaning and expression.

Children's Targets in Writing

Year 4 Targets 2



Range of writing:	<ul style="list-style-type: none"> • Fiction e.g. <i>fairy tales, folk tales, fantasy, myths, stories with issues and dilemmas, play scripts.</i> • Non-fiction e.g. <i>newspapers, information texts, explanations, persuasion, discussion.</i> • Poetry e.g. <i>classic poems, kennings, haiku, cinquain, poems on a theme.</i> 		Year 4	
			Class:	
			Group:	
			Date/Term:	
Composition	Year 4 LAP 2	Year 4 Targets 2		
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way <i>up the mountain</i>. Use a comma to separate the clauses. 	<ul style="list-style-type: none"> • I will be able to create sentences with a main and subordinate clause, starting with an adverb. • I will be able to separate the clauses with a comma. 		
	<ul style="list-style-type: none"> • Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled</i>. Use a comma after the fronted adverbial. 	<ul style="list-style-type: none"> • I will be able to create sentences with fronted adverbials for where. I will be able to use a comma after the fronted adverbial. 		
	<ul style="list-style-type: none"> • Use commas after fronted adverbials. 	<ul style="list-style-type: none"> • I will be able to use commas after fronted adverbials. 		
	<ul style="list-style-type: none"> • Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i> 	<ul style="list-style-type: none"> • I will be able to use inverted commas (speech marks) and other punctuation to show when someone is speaking. 		
	<ul style="list-style-type: none"> • Identify, select and effectively use pronouns e.g. <i>second person in persuasion (you, your, yours)</i>. 	<ul style="list-style-type: none"> • I will be able to spot, choose and use pronouns. 		
	<ul style="list-style-type: none"> • Explore, identify, collect and use noun phrases e.g. <i>the pale-faced boy with hair like straw</i>. 	<ul style="list-style-type: none"> • I will be able to spot, collect and use noun phrases. 		
	<ul style="list-style-type: none"> • Use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>. 	<ul style="list-style-type: none"> • I will be able to use the correct form of verbs in my writing to make sure it is grammatically correct. 		
Composition: Planning	<ul style="list-style-type: none"> • Identify and discuss the purpose and audience for writing, e.g. <i>to entertain children in Year 3 with our adventure stories</i>. Consider the structure, vocabulary and grammar needed to support this, e.g. <i>powerful verbs to convey action; opening, build-up, problem, resolution ending, some dialogue</i>. 	<ul style="list-style-type: none"> • I will be able to identify and talk about why I am writing and who I am writing for. I will be able to discuss the structure, words and grammar needed. 		
	<ul style="list-style-type: none"> • Discuss and record ideas for planning e.g. <i>story mountain, chunking a plot and innovating</i>. 	<ul style="list-style-type: none"> • I will be able to talk about and record my ideas for planning. 		
Composition: Drafting and Writing	<ul style="list-style-type: none"> • Develop settings using vocabulary to create emphasis, humour, atmosphere, or suspense. 	<ul style="list-style-type: none"> • I will be able to develop my settings using words carefully to create humour, atmosphere or suspense for my reader. 		
	<ul style="list-style-type: none"> • Improvise and compose dialogue to show, or give clues about how a character is feeling, e.g. <i>'You're dishonest and ungrateful!' shouted the Pied Piper</i>. 	<ul style="list-style-type: none"> • I will be able to improvise and create a conversation, to show or give clues about how a character is feeling. 		
	<ul style="list-style-type: none"> • During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP). 	<ul style="list-style-type: none"> • I will be able to create sentences using different sentence structures. I will be able to talk about different options and choose the most appropriate, thinking carefully about the effect I want to have on my reader. 		
	<ul style="list-style-type: none"> • Use paragraphs to organise writing in fiction, beginning a new paragraph to reflect a change of speaker, location and time. 	<ul style="list-style-type: none"> • I will be able to use paragraphs to organise my writing in fiction, knowing that I start a new paragraph to show a change in speaker, setting or time. 		
	<ul style="list-style-type: none"> • Link ideas across paragraphs using fronted adverbials for where e.g. <i>Back at the bakery...</i> 	<ul style="list-style-type: none"> • I will be able to link my ideas from one paragraph to another by using fronted adverbials for where. 		

Children's Targets in Writing

Year 4 Targets 2



Composition: Evaluating and Editing	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. 	<ul style="list-style-type: none"> • I will be able to proofread my own and others' writing to check for mistakes in spelling, grammar and punctuation.
	<ul style="list-style-type: none"> • Discuss and propose changes to own and others' writing with partners/small groups, e.g. <i>more appropriate determiner</i>. Improve writing in light of evaluation. 	<ul style="list-style-type: none"> • I will be able to talk about and suggest changes to improve my own and others' writing. I will be able to improve my writing in response to some of the points made.
Composition: Performing	<ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a range of audiences, e.g. <i>pausing at commas following fronted adverbials; using different voices when reading dialogue</i>. 	<ul style="list-style-type: none"> • I will be able to read my writing aloud to different audiences with appropriate meaning, expression and use of my voice.

Children's Targets in Writing

Year 4 Targets 3



Range of writing:	<ul style="list-style-type: none"> • Fiction e.g. <i>fairy tales, folk tales, fantasy, myths, stories with issues and dilemmas, play scripts.</i> • Non-fiction e.g. <i>newspapers, information texts, explanations, persuasion, discussion.</i> • Poetry e.g. <i>classic poems, kennings, haiku, poems on a theme.</i> 		Year 4	
			Class:	
			Group:	
			Date/Term:	
Composition	Year 4 LAP 3	Year 4 Targets 3		
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Create and use complex sentences with adverb starters in own writing, e.g. <i>Patiently waiting by the harbour, the people gazed at the horizon.</i> Use a comma to separate the clauses. 	<ul style="list-style-type: none"> • I will be able to create and use sentences with a main and subordinate clause in my own writing, starting with an adverb. • I will be able to separate the clauses with a comma. 		
	<ul style="list-style-type: none"> • Create sentences with fronted adverbials for when and where e.g. <i>Moments later, Brer Rabbit appeared. Above the cliffs, the seagulls soared.</i> Use commas after fronted adverbials. 	<ul style="list-style-type: none"> • I will be able to create sentences with fronted adverbials for when and where. I will be able to use commas after the fronted adverbials. 		
	<ul style="list-style-type: none"> • Use inverted commas and other punctuation to indicate direct speech. Start a new paragraph when a new speaker says something. 	<ul style="list-style-type: none"> • I will be able to use inverted commas (speech marks) and other punctuation to show when someone is speaking. I will be able to start a new paragraph when a new speaker says something. 		
	<ul style="list-style-type: none"> • Identify, select and effectively use pronouns e.g. <i>first person for diaries, and first person narratives and recounts (I, me, my, mine, we, us our, ours).</i> 	<ul style="list-style-type: none"> • I will be able to spot, choose and use pronouns. 		
	<ul style="list-style-type: none"> • Explore, identify, collect and use noun phrases e.g. <i>Mowzer watched the boat out in the ocean. Franny was particularly fond of the folk from up the tree.</i> 	<ul style="list-style-type: none"> • I will be able to spot, collect and use noun phrases. 		
Composition: Planning	<ul style="list-style-type: none"> • Identify and discuss the purpose and audience for the writing, e.g. <i>to make our Year 2 readers stop and think with our poems.</i> Carefully consider the structure and vocabulary, e.g. <i>counted syllable structure, precise nouns, alliteration, powerful verbs, effective adjectives.</i> 	<ul style="list-style-type: none"> • I will be able to identify and talk about the purpose and audience for my writing. • I will be able to think carefully about the structure and words I choose to use. 		
	<ul style="list-style-type: none"> • Discuss and record ideas for planning e.g. <i>for poetry, generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc.</i> 	<ul style="list-style-type: none"> • I will be able to talk about and record my ideas for planning e.g. <i>for poetry, generating and improving vocabulary and experimenting with rhyme, rhythm, alliteration etc.</i> 		
Composition: Drafting and Writing	<ul style="list-style-type: none"> • Plan and write an opening paragraph which combines setting and character/s. 	<ul style="list-style-type: none"> • I will be able to plan and write an opening paragraph which includes details about both the setting and character/s. 		
	<ul style="list-style-type: none"> • Improvise and compose dialogue, demonstrating their understanding of Standard English (for narrative sections) and non-Standard English (for some speech), e.g. <i>"Don't just stand there – wash your 'ands."</i> Mum turned away to lay the table. <i>"Eh?"</i> <i>"Don't say 'eh', say 'pardon',"</i> she snapped. 	<ul style="list-style-type: none"> • I will be able to improvise and create a conversation between two characters, using standard and non-standard English where appropriate. 		
	<ul style="list-style-type: none"> • During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP). 	<ul style="list-style-type: none"> • I will be able to edit and improve my writing on my own, by using different sentence structures both whilst I am writing and after I have finished. 		
	<ul style="list-style-type: none"> • Use paragraphs to organise writing in fiction, linking ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later..., Back at home...</i> 	<ul style="list-style-type: none"> • I will be able to use paragraphs to organise my writing in fiction, linking my ideas from one paragraph to another by using fronted adverbials for when and where. 		

Children's Targets in Writing

Year 4 Targets 3



Composition: Evaluating and Editing	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing, e.g. <i>Standard English verb inflections such as correct use of 'was' and 'were'</i>. • With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation. 	<ul style="list-style-type: none"> • I will be able to proofread my own and others' writing to check for mistakes in spelling, grammar and punctuation. • I will be able to talk with a partner and in a small group about how to improve my own and others' writing, thinking carefully about the audience and purpose. I will be able to improve my writing in response to some of the points made.
Composition: Performing	<ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a range of audiences. Use the voice to respond to the use of Standard and non-Standard English in their own writing, e.g. <i>"Howdy Brer Bear," he called cheerfully. "How're you this fine mornin'?"</i> 	<ul style="list-style-type: none"> • I will be able to read my writing aloud to a range of audiences with meaning and expression. I will be able to use my voice to show the use of Standard and non-Standard English in my writing.

Children's Targets in Writing

Year 5 Targets 1



Range of writing:	<ul style="list-style-type: none"> • Fiction e.g. <i>myths, legends, stories from other cultures, stories with historical settings, film and play script.</i> • Non-fiction e.g. <i>magazines, information texts, formal reports, persuasive texts, discussion texts.</i> • Poetry e.g. <i>classic narrative poems, poems with figurative language, poems with a structure.</i> 		Year 5
			Class:
			Group:
			Date/Term:
Composition	Year 5 LAP 1	Year 5 Targets 1	
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Create complex sentences by adding a relative clause using a relative pronoun: <i>who, which, where, whose, when, that</i> e.g. <i>Prince Llewellyn had a baby son <u>who</u> was his pride and joy.</i> 	<ul style="list-style-type: none"> • I will be able to create complex sentences by adding a relative clause using a relative pronoun. 	
	<ul style="list-style-type: none"> • Create and punctuate complex sentences using <i>ed</i> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i> 	<ul style="list-style-type: none"> • I will be able to create and punctuate complex sentences using <i>ed</i> opening clauses. 	
	<ul style="list-style-type: none"> • Demarcate complex sentences using commas in order to clarify meaning. 	<ul style="list-style-type: none"> • I will be able to demarcate complex sentences using commas in to clarify meaning. 	
	<ul style="list-style-type: none"> • Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa.</i> 	<ul style="list-style-type: none"> • I will be able to identify and use brackets to indicate parenthesis. 	
	<ul style="list-style-type: none"> • Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i> 	<ul style="list-style-type: none"> • I will be able to link ideas across paragraphs using adverbials for time, place and numbers. 	
	<ul style="list-style-type: none"> • Explore, identify, collect and use noun phrases e.g. <i>Gelert stared in horror at the <u>upturned crib with splatters of blood and scratch marks.</u></i> 	<ul style="list-style-type: none"> • I will be able to identify, collect and use noun phrases. 	
Composition: Planning	<ul style="list-style-type: none"> • Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, e.g. <i>to entertain children in Key Stage 1 with our play scripts which use dialogue to convey thoughts and feelings and move the action on, adverbs as part of stage directions, and organisational information such as 'Scene 1'.</i> 	<ul style="list-style-type: none"> • I will be able to identify the audience and purpose for a piece of writing and to consider this carefully when selecting the language and structures to use. 	
	<ul style="list-style-type: none"> • Plan writing by drawing on a writing model, e.g. <i>chunking a known fiction text, or boxing up a non-fiction text, in preparation for innovation.</i> Develop and clarify ideas through talk, noting key events and vocabulary on a written plan. 	<ul style="list-style-type: none"> • I will be able to plan my writing by drawing on a writing model. I will be able to develop my ideas through talk, noting key events and vocabulary on a written plan. 	
	<ul style="list-style-type: none"> • Examine how authors develop characters in books, e.g. <i>study a short section of text which introduces a character, discuss effect on the reader and make a toolkit of techniques used.</i> 	<ul style="list-style-type: none"> • I will be able to examine how authors develop characters in books and use some of these techniques in my own writing. 	
Composition: Drafting and Writing	<ul style="list-style-type: none"> • Show characterisation through the use of description and dialogue, e.g. <i>drawing on reading, develop and use a toolkit to write about a character based on a still or moving image.</i> 	<ul style="list-style-type: none"> • I will be able to show characterisation through description and dialogue. 	
	<ul style="list-style-type: none"> • Improve a passage prepared by the teacher (e.g. <i>one written using an overused sentence opener or type</i>) with a focus on different sentence structures. 	<ul style="list-style-type: none"> • I will be able to improve a piece of text by using different sentence structures. 	

Children's Targets in Writing

Year 5 Targets 1



Composition: Evaluating and Editing	<ul style="list-style-type: none"> • Proofread to ensure: <ul style="list-style-type: none"> ○ Consistent and correct use of tense throughout. ○ Consistent subject and verb agreement. ○ Spelling and punctuation errors are addressed. 	<ul style="list-style-type: none"> • I will be able to proofread my writing to check that: <ul style="list-style-type: none"> ○ Verb tense is consistent and correct. ○ Subjects and verbs agree. ○ Spelling and punctuation errors are addressed.
Composition: Performing	<ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>using an authoritative tone when delivering a persuasive speech.</i> 	<ul style="list-style-type: none"> • I will be able to use appropriate intonation, tone and volume to present my writing to a group or class, ensuring my meaning is clear to the audience.

Children's Targets in Writing

Year 5 Target 2



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. <i>myths, legends, stories from other cultures, stories with historical settings, film and play script.</i> Non-fiction e.g. <i>magazines, information texts, formal reports, persuasive texts, discussion texts.</i> Poetry e.g. <i>classic narrative poems, poems with figurative language, poems with a structure.</i> 		Year 5
			Class:
			Group:
			Date/Term:
Composition	Year 5 LAP 2	Year 5 Target 2	
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Create complex sentences by dropping in a relative clause. e.g. <i>Solar flares, <u>which we see as sunspots</u>, occur when magnetic energy is released.</i> Use a range of relative pronouns: <i>who, which, where, whose, when, that.</i> 	<ul style="list-style-type: none"> I will be able to create complex sentences by dropping in a relative clause. 	
	<ul style="list-style-type: none"> Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i> 	<ul style="list-style-type: none"> I will be able to create and punctuate complex sentences using <i>ing</i> opening clauses. 	
	<ul style="list-style-type: none"> Demarcate complex sentences using commas in order to clarify meaning, including those which have relative clauses. 	<ul style="list-style-type: none"> I will be able to demarcate complex sentences using commas in order to clarify meaning, including those which have relative clauses. 	
	<ul style="list-style-type: none"> Identify and use commas to indicate parenthesis, e.g. <i>The lighthouse, <u>which had been abandoned for years</u>, towered above the town.</i> 	<ul style="list-style-type: none"> I will be able to identify and use commas to show parenthesis. 	
	<ul style="list-style-type: none"> Identify and use dashes to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i> 	<ul style="list-style-type: none"> I will be able to identify and use dashes to show parenthesis. 	
	<ul style="list-style-type: none"> Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently.</i> 	<ul style="list-style-type: none"> I will be able to use devices to build cohesion within a paragraph. 	
	<ul style="list-style-type: none"> Use expanded noun phrases to convey information concisely, e.g. <i>Ole Kirk Christiansen was a <u>respected carpenter with his own company</u>.</i> 	<ul style="list-style-type: none"> I will be able to use expanded noun phrases to convey information concisely. 	
Composition: Planning	<ul style="list-style-type: none"> Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, e.g. <i>to entertain children in Year 4 with our science fiction stories which include futuristic settings, scientific gadgets, time travel, invented words for objects and names for characters.</i> 	<ul style="list-style-type: none"> I will be able to identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use. 	
	<ul style="list-style-type: none"> Compare two similar texts and, with support, draw on these to create own plan. Develop and clarify ideas through talk, noting key events and vocabulary on the created plan. 	<ul style="list-style-type: none"> I will be able to compare two similar texts and, with support, draw on these to create my own plan. I will be able to develop and clarify my ideas through talk, noting key events and vocabulary on the created plan. 	
	<ul style="list-style-type: none"> Examine how authors develop settings in books, e.g. <i>study a short section of text which describes a setting, discuss effect on the reader and make a toolkit of techniques used.</i> 	<ul style="list-style-type: none"> I will be able to examine, in a variety of ways, how authors develop settings in books. 	
Composition: Drafting and Writing	<ul style="list-style-type: none"> Select <i>appropriate</i> structure, vocabulary and grammar to describe setting, e.g. <i>drawing on reading, develop and use a toolkit to write a setting description based on a still or moving image.</i> 	<ul style="list-style-type: none"> I will be able to select <i>appropriate</i> structure, vocabulary and grammar to describe setting. 	
	<ul style="list-style-type: none"> During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP). 	<ul style="list-style-type: none"> I will be able to use different sentence structures during composition. I will be able orally to compose alternatives and select from these according to the effect to be created. 	

Children's Targets in Writing

Year 5 Target 2



Composition: Evaluating and Editing	<ul style="list-style-type: none">• Proofread and suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.	<ul style="list-style-type: none">• I will be able to proofread my writing and suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
Composition: Performing	<ul style="list-style-type: none">• Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>using intonation in response to commas or dashes which indicate parenthesis.</i>	<ul style="list-style-type: none">• I will be able to use appropriate intonation, tone and volume to present my writing to a group or class, ensuring meaning is clear to the audience.

Children's Targets in Writing

Year 5 Targets 3



Range of writing:	<ul style="list-style-type: none"> • Fiction e.g. <i>myths, legends, stories from other cultures, stories with historical settings, film and play script.</i> • Non-fiction e.g. <i>magazines, information texts, formal reports, persuasive texts, discussion texts.</i> • Poetry e.g. <i>classic narrative poems, poems with figurative language, poems with a structure.</i> 		Year 5
			Class:
			Group:
			Date/Term:
Composition	Year 5 LAP 3	Year 5 Targets 3	
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Using relative pronouns <i>who, which, where, whose, when, that</i>, create complex sentences by using relative clauses, both at the end of sentences and embedded within, e.g. <i>The animals watched the man <u>who had been chopping down the tree.</u> The man, <u>who had been chopping down the tree,</u> stopped to rest.</i> 	<ul style="list-style-type: none"> • I will be able to use relative pronouns <i>who, which, where, whose, when, that</i> to create complex sentences by using relative clauses, both at the end of sentences and embedded within. 	
	<ul style="list-style-type: none"> • Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i> 	<ul style="list-style-type: none"> • I will be able to create complex sentences where the relative pronoun is omitted. 	
	<ul style="list-style-type: none"> • Create and punctuate complex sentences using <i>ed</i> and <i>ing</i> opening clauses in fiction and non-fiction writing, e.g. <i>Shaped from bronze, the helmet was designed to protect the head during battle. Orbiting in ever increasing circles, the planets come in different sizes, types and colours.</i> 	<ul style="list-style-type: none"> • I will be able to create and punctuate complex sentences using <i>ed</i> and <i>ing</i> opening clauses in fiction and non-fiction writing. 	
	<ul style="list-style-type: none"> • Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i> 	<ul style="list-style-type: none"> • I will be able to create and punctuate sentences using simile starters. 	
	<ul style="list-style-type: none"> • Use commas to avoid ambiguity, e.g. <i>'Let's eat Grandma.'</i> and <i>'Let's eat, Grandma.'</i> 	<ul style="list-style-type: none"> • I will be able to use commas to avoid ambiguity. 	
	<ul style="list-style-type: none"> • Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i> 	<ul style="list-style-type: none"> • I will be able to identify and use commas to indicate parenthesis. 	
	<ul style="list-style-type: none"> • Use brackets and dashes to indicate parenthesis appropriately in formal and less formal writing. 	<ul style="list-style-type: none"> • I will be able to use brackets and dashes to indicate parenthesis appropriately in formal and less formal writing. 	
	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth.</i> 	<ul style="list-style-type: none"> • I will be able to use expanded noun phrases to convey complicated information concisely. 	
Composition: Planning	<ul style="list-style-type: none"> • Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, e.g. <i>to persuade my classmates with my speech for a debate using emotive language, statistical information, rhetorical questions, and persuasive words and phrases.</i> 	<ul style="list-style-type: none"> • I will be able to identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use. 	
	<ul style="list-style-type: none"> • Drawing on reading and research, create own plan for writing, e.g. <i>read, evaluate and analyse a selection of non-chronological reports before designing the structure and layout of their own plan.</i> Develop and clarify ideas through talk, noting key events and vocabulary on the created plan. 	<ul style="list-style-type: none"> • I will be able to create my own plan for writing, drawing on reading and research. • I will be able to develop and clarify my ideas through talk, noting key events and vocabulary on the created plan. 	

Children's Targets in Writing

Year 5 Targets 3



Composition: Planning Contd.	<ul style="list-style-type: none"> Examine how characters and settings are presented in films, e.g. <i>watch a short section of film, stopping frequently to identify sights and sounds (characters and setting). Develop ideas further by adding descriptive vocabulary.</i> 	<ul style="list-style-type: none"> I will be able to examine how characters and settings are presented in films.
Composition: Drafting and Writing	<ul style="list-style-type: none"> Blend action, dialogue and description within and across paragraphs, e.g. <i>Following modelling, experiment with presenting a short scene from a film as a piece of written prose.</i> 	<ul style="list-style-type: none"> I will be able to blend action, dialogue and description within and across paragraphs.
	<ul style="list-style-type: none"> During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP). 	<ul style="list-style-type: none"> I will be able to independently edit and improve my own writing by using different sentence structures.
Composition: Evaluating and Editing	<ul style="list-style-type: none"> Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> I will be able to assess the effectiveness of my own and others' writing in relation to audience and purpose. I will be able to suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
Composition: Performing	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate, e.g. <i>performing their own poem.</i> 	<ul style="list-style-type: none"> I will be able to use appropriate intonation, tone and volume to present my writing, adding gesture and movement where appropriate.

Children's Targets in Writing

Year 6 Targets 1



Range of writing:	<ul style="list-style-type: none"> • Fiction e.g. detective fiction, science fiction, stories with flashbacks or time shifts. • Non-fiction e.g. persuasive texts, explanations, discussion texts, recounts, biographies, information text hybrids. • Poetry e.g. classic poetry, poems with imagery, free verse, song lyrics. 		Year 6
			Class:
			Group:
			Date/Term:
Composition	Year 6 LAP 1	Year 6 Targets 1	
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then.</i> 	<ul style="list-style-type: none"> • I will be able to use devices to build cohesion between paragraphs in narrative. 	
	<ul style="list-style-type: none"> • Identify in texts, semi-colons which are used to mark the boundary between independent clauses e.g. <i>The heat beat down from a cloudless sky; even the gulls and kittiwakes seemed to be silenced by the sun.</i> 	<ul style="list-style-type: none"> • I will be able to identify in texts, semi-colons which are used to mark the boundary between independent clauses. 	
	<ul style="list-style-type: none"> • Identify the subject and object of a sentence, e.g. <i>David Beckham (subject) had always excelled at sports (object).</i> 	<ul style="list-style-type: none"> • I will be able to identify the subject and object of a sentence. 	
	<ul style="list-style-type: none"> • Explore, collect and use examples of the past perfect form of verbs to mark relationships of time and cause e.g. <i>He had spent his whole childhood by the sea (past perfect).</i> 	<ul style="list-style-type: none"> • I will be able to identify, collect and use examples of the past perfect form of verbs to mark relationships of time and cause. 	
	<ul style="list-style-type: none"> • Identify and use colons to introduce a list, punctuate bullet points consistently. 	<ul style="list-style-type: none"> • I will be able to identify and use colons to introduce a list. • I will be able to punctuate bullet points consistently. 	
	<ul style="list-style-type: none"> • Use subjunctive forms in formal speech and writing, focusing on <i>wish</i> and <i>if</i>- clauses e.g. <i>If I <u>were</u> to win the lottery, I would....; I wish I <u>were</u> more tolerant.</i> 	<ul style="list-style-type: none"> • I will be able to use subjunctive forms in formal speech and writing, focusing on <i>wish</i> and <i>if</i>- clauses. 	
Composition: Planning	<ul style="list-style-type: none"> • Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. <i>To share my opinion with other theatre-goers by writing a formal review of a performance, selecting appropriate vocabulary, sentences and text structure.</i> 	<ul style="list-style-type: none"> • I will be able to identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for my writing. 	
	<ul style="list-style-type: none"> • Plan writing by drawing on a writing model, e.g. <i>chunking a known fiction text or boxing up a non-fiction text, in preparation for innovation. Develop and clarify ideas through talk, noting key ideas and vocabulary on a written plan.</i> 	<ul style="list-style-type: none"> • I will be able to plan my writing by drawing on a writing model. 	
	<ul style="list-style-type: none"> • Examine and compare how authors develop characters in books, e.g. <i>study a short section of text which introduces a character, discuss the effect of this description and create a toolkit of techniques used. Use to support writing.</i> 	<ul style="list-style-type: none"> • I will be able to examine and compare how authors develop characters in books. 	
Composition: Drafting and Writing	<ul style="list-style-type: none"> • Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. 	<ul style="list-style-type: none"> • I will be able to select vocabulary and language effects which are appropriate for my audience and purpose. • I will be able to select vocabulary and language effects for precision and impact. 	
	<ul style="list-style-type: none"> • Explore the effect of using more formal vocabulary and sentence structures by comparing statements prepared by the teacher e.g. <i>We will have cakes and drinks (informal); Refreshments will be provided (formal).</i> 	<ul style="list-style-type: none"> • I will be able to explore the effect of using more formal vocabulary and sentence structures by comparing statements prepared by the teacher. 	

Children's Targets in Writing

Year 6 Targets 1



Composition: Drafting and Writing Contd.	<ul style="list-style-type: none"> Blend action and dialogue within sentences and paragraphs to convey character and advance the action e.g. <i>She turned on them, fists flailing and chased them back up the stairs, her eyes burning with simulated fury. 'Just 'cos you don't believe in anything 'cept motorbikes and football and all that rubbish!'</i> 	<ul style="list-style-type: none"> I will be able to blend action and dialogue within sentences and paragraphs to convey character and advance the action.
	<ul style="list-style-type: none"> Revise the use of different sentence structures, e.g. <i>simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers</i>. Improve sentences and short texts prepared by the teacher and discuss effects created. 	<ul style="list-style-type: none"> I will be able to explain the use of different sentence structures. I will be able to improve sentences and short texts prepared by the teacher and to discuss effects created.
	<ul style="list-style-type: none"> Use synonyms and pronouns to build cohesion within and across paragraphs, e.g. <i>animals – creatures, beasts, species, wildlife, birds, mammals, they</i>. 	<ul style="list-style-type: none"> I will be able to use synonyms and pronouns to build cohesion within and across paragraphs.
Composition: Evaluating and Editing	<ul style="list-style-type: none"> Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread to ensure: <ul style="list-style-type: none"> Consistent and correct use of tense throughout. Consistent subject and verb agreement. Spelling and punctuation errors are addressed. 	<ul style="list-style-type: none"> I will be able to reflect upon the effectiveness of my writing in relation to audience and purpose. I will be able to proofread to ensure consistent and correct use of tense throughout. I will be able to proofread to ensure consistent subject and verb agreement. I will be able to proofread to ensure spelling and punctuation errors are addressed.
Composition: Performing	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>adopting a formal tone when delivering a review</i>. 	<ul style="list-style-type: none"> I will be able to use appropriate intonation, tone and volume to present my writing to a group or class, ensuring my meaning is clear to the audience.

Children's Targets in Writing

Year 6 Targets 2



Range of writing:	<ul style="list-style-type: none"> • Fiction e.g. detective fiction, science fiction, stories with flashbacks or time shifts. • Non-fiction e.g. persuasive texts, explanations, discussion texts, recounts, biographies, information text hybrids. • Poetry e.g. classic poetry, poems with imagery, free verse, song lyrics. 		Year 6	
			Class:	
			Group:	
			Date/Term:	
Composition	Year 6 LAP 2	Year 6 Targets 2		
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Use devices to build cohesion between paragraphs in persuasive texts e.g. adverbials such as: <i>similarly, although, additionally, another possibility, alternatively, as a consequence.</i> 	<ul style="list-style-type: none"> • I will be able to use devices to build cohesion between paragraphs in persuasive texts. 		
	<ul style="list-style-type: none"> • Identify and use of semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i> 	<ul style="list-style-type: none"> • I will be able to identify and use semi-colons to mark the boundary between independent clauses. 		
	<ul style="list-style-type: none"> • Explore and investigate active and passive e.g. in narrative writing, <i>The thief had broken the window in the greenhouse</i> versus <i>The window in the greenhouse had been broken.</i> 	<ul style="list-style-type: none"> • I will be able to identify and discuss the active and passive voice in narrative writing. 		
	<ul style="list-style-type: none"> • Explore, collect and use examples of the present perfect form of verbs to mark relationships of time and cause e.g. <i>The culprit has left footprints across the lawn</i> or <i>I have searched the crime scene thoroughly</i> (present perfect). 	<ul style="list-style-type: none"> • I will be able to identify, collect and use examples of the present perfect form of verbs to mark relationships of time and cause. 		
	<ul style="list-style-type: none"> • Identify and use semi-colons within lists. 	<ul style="list-style-type: none"> • I will be able to identify and use semi-colons within lists. 		
	<ul style="list-style-type: none"> • Explore, collect and use subjunctive forms within formal speech and writing, focusing on requests e.g. <i>The school requires that all pupils <u>be</u> honest. His Majesty decrees that all his subjects <u>be</u> counted. His Majesty insists that the wedding planner <u>remain</u> in the palace.</i> 	<ul style="list-style-type: none"> • I will be able to identify, collect and use subjunctive forms within formal speech and writing, focusing on requests. 		
Composition: Planning	<ul style="list-style-type: none"> • Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. <i>to inform my classmates about a subject or person by writing an information hybrid text.</i> 	<ul style="list-style-type: none"> • I will be able to identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for my writing. 		
	<ul style="list-style-type: none"> • Compare two similar texts and draw on these to create own plan for writing. Develop and clarify ideas through talk, noting key ideas and vocabulary on the plan. 	<ul style="list-style-type: none"> • I will be able to compare two similar texts and draw on these to create my own plan for writing. I will be able to develop and clarify my ideas through talk, noting key ideas and vocabulary on the plan. 		
	<ul style="list-style-type: none"> • Examine and compare how authors develop settings in books, e.g. <i>study a short section of text which introduces a setting, discuss the effect of this description and create a toolkit of techniques used. Use to support writing.</i> 	<ul style="list-style-type: none"> • I will be able to examine and compare how authors develop settings in books. 		

Children's Targets in Writing

Year 6 Targets 2



Composition: Drafting and Writing	<ul style="list-style-type: none"> Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for - request, ask about – enquire, go in – enter, get hold of – acquire, leave – exit.</i> 	<ul style="list-style-type: none"> I will be able to identify, collect and use vocabulary typical of formal and informal speech and writing.
	<ul style="list-style-type: none"> Blend action and description within sentences and paragraphs to convey character and advance the action e.g. <i>He looked at me. His eyes were watering a bit and he wiped them with a dark blue hanky he always had in his top pocket.</i> 	<ul style="list-style-type: none"> I will be able to blend action and description within sentences and paragraphs to convey character and advance the action.
	<ul style="list-style-type: none"> Revise the different sentence structures, e.g. <i>simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers.</i> Discuss effects created. Using own writing, experiment with different effects by changing sentence types and structures. 	<ul style="list-style-type: none"> I will be able to discuss the effects created by different sentence structures. I will be able to experiment with different effects by changing sentence types and structures in my own writing.
	<ul style="list-style-type: none"> Use devices to build cohesion within and across paragraphs in narrative writing, e.g. <i>adverbials such as meanwhile; several days earlier; years passed, many hundreds of years later; back in 1837.</i> 	<ul style="list-style-type: none"> I will be able to use devices to build cohesion within and across paragraphs in narrative writing.
Composition: Evaluating and Editing	<ul style="list-style-type: none"> Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread, suggest and makes changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> I will be able to reflect upon the effectiveness of my writing in relation to its audience and purpose. I will be able to proofread, suggest and makes changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning.
Composition: Performing	<ul style="list-style-type: none"> Use appropriate and effective intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>using intonation in response to punctuation to mark clauses.</i> 	<ul style="list-style-type: none"> I will be able to use appropriate and effective intonation, tone and volume to present my writing to a group or class, ensuring my meaning is clear to the audience.

Children's Targets in Writing

Year 6 Targets 3



Range of writing:	<ul style="list-style-type: none"> • Fiction e.g. detective fiction, science fiction, stories with flashbacks or time shifts. • Non-fiction e.g. persuasive texts, explanations, discussion texts, recounts, biographies, information text hybrids. • Poetry e.g. classic poetry, poems with imagery, free verse, song lyrics. 		Year 6	
			Class:	
			Group:	
			Date/Term:	
Composition	Year 6 LAP 3	Year 6 Targets 3		
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Use devices to build cohesion between paragraphs in discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, additionally, another possibility, alternatively, as a consequence, as a result of.</i> 	<ul style="list-style-type: none"> • I will be able to use devices to build cohesion between paragraphs in discursive and explanatory texts. 		
	<ul style="list-style-type: none"> • Edit and improve own writing by using semi-colons to mark the boundary between independent clauses e.g. <i>The day had finally arrived; it was destined to be one to remember.</i> 	<ul style="list-style-type: none"> • I will be able to edit and improve my own writing by using semi-colons to mark the boundary between independent clauses. 		
	<ul style="list-style-type: none"> • Explore and investigate active and passive e.g. Comparing and using phrases such as <i>Some people argue that...</i> (active) and <i>It has been argued that...</i> (passive) for use in debate. 	<ul style="list-style-type: none"> • I will be able to identify active and passive voice and discuss its use in a variety of contexts. 		
	<ul style="list-style-type: none"> • Explore, collect and use examples of the future perfect form of verbs to mark relationships of time and cause e.g. <i>I will have finished by tomorrow</i> (future perfect). 	<ul style="list-style-type: none"> • I will be able to identify, collect and use examples of the future perfect form of verbs to mark relationships of time and cause. 		
	<ul style="list-style-type: none"> • Explore how hyphens can be used to avoid ambiguity e.g. <i>Tracey is the best-known cyclist in the competition</i> (Tracey is known better than every other competitor) versus <i>Tracey is the best known cyclist in the competition</i> (Tracey is the best of all the known competitors). 	<ul style="list-style-type: none"> • I will be able to explain and demonstrate how hyphens can be used to avoid ambiguity. 		
	<ul style="list-style-type: none"> • Edit and improve own formal writing and speech by using subjunctive forms e.g. <i>If I were to predict the future for these creatures, ...; The law requires that zoos be inspected annually.</i> 	<ul style="list-style-type: none"> • I will be able to edit and improve my own formal writing and speech by using subjunctive forms. 		
Composition: Planning	<ul style="list-style-type: none"> • Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. <i>To write a persuasive speech to present within a class debate which includes formal language, the passive voice, statistical information and persuasive devices.</i> 	<ul style="list-style-type: none"> • I will be able to identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for my writing. 		
	<ul style="list-style-type: none"> • Draw on similar writing models, reading and research to create own plan for writing, e.g. <i>watch, read and evaluate a range of persuasive speeches before designing the structure and layout of their own.</i> 	<ul style="list-style-type: none"> • I will be able to draw on similar writing models, reading and research to create my own plan for writing. 		
	<ul style="list-style-type: none"> • Compare how characters and settings are presented in films and performances, e.g. <i>watch a short section of film, pausing frequently to identify sights and sounds linked to character and setting. Create a toolkit of devices and use to support writing.</i> 	<ul style="list-style-type: none"> • I will be able to compare how characters and settings are presented in films and performances. 		

Children's Targets in Writing

Year 6 Targets 3

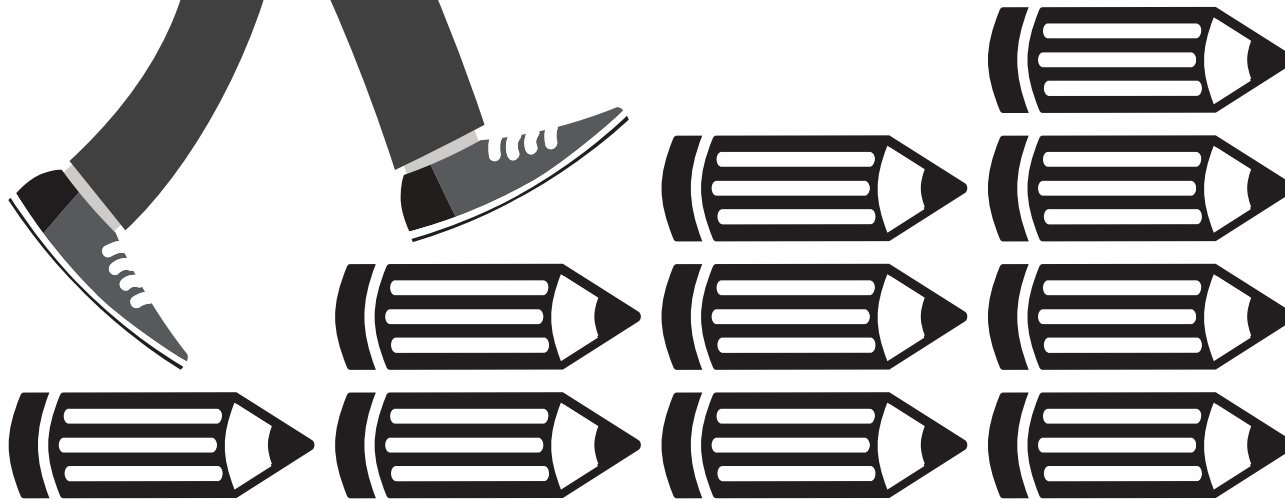


Composition: Drafting and Writing	<ul style="list-style-type: none"> Select and discuss appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). 	<ul style="list-style-type: none"> I will be able to select and discuss the appropriate register for formal and informal purposes.
	<ul style="list-style-type: none"> Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>'They're perfect'. Sophie turned the books over. She sniffed the insides. The paper smelt of brambles and tin kettles.</i> 	<ul style="list-style-type: none"> I will be able to blend action, dialogue and description within sentences and paragraphs to convey character and advance the action.
	<ul style="list-style-type: none"> When writing and editing, consciously control the use of different sentence structures for effect. 	<ul style="list-style-type: none"> I will be able to consciously control the use of different sentence structures for effect when writing and editing.
	<ul style="list-style-type: none"> Use a wide range of devices to build cohesion within and across paragraphs, e.g. adverbials (<i>by the end of October; A few weeks later</i>); pronouns (<i>Rob knocked on the door. An old woman opened <u>it</u> and stared down at the boy. <u>He</u> smiled back</i>); and synonyms (<i>cheetahs – animals, magnificent creatures, endangered species, huge cats, fascinating creatures</i>). 	<ul style="list-style-type: none"> I will be able to use a wide range of devices to build cohesion within and across paragraphs, e.g. adverbials, pronouns and synonyms.
	<ul style="list-style-type: none"> Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i> 	<ul style="list-style-type: none"> I will be able to find examples of where authors have broken conventions to achieve specific effects and to use similar techniques in my own writing.
Composition: Evaluating and Editing	<ul style="list-style-type: none"> Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> I will be able to assess the effectiveness of my own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
Composition: Performing	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate, e.g. <i>performing their own poem</i>. Encourage and take account of audience engagement. 	<ul style="list-style-type: none"> I will be able to use appropriate intonation, tone and volume to present my writing, adding gesture and movement where appropriate. I will be able to encourage and take account of audience engagement.



Section 2

Child Friendly Targets





Child Friendly Targets for Writing

Year 1 Targets 1

Composition	Year 1 Targets 1
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none">• I will be able to repeat and a sentence that someone else tells me and write it down.• I will be able to put spaces between my words (using a lollipop stick and finger card).• I will be able to put full stops at the end of my sentences.• I will be able to spot capital letters.• I will be able to write them without being shown first.• I will be able to use the capital I when I am writing about myself.
	<ul style="list-style-type: none">• I will be able to show you where question marks are and I will use them myself at the end of questions.• I will be able to join ideas together with the word 'and'.
	<ul style="list-style-type: none">• I will be able to make my own stories up to tell other people, sometimes using toys or pictures.• I will be able to make up non-fiction sentences and say them out loud.
	<ul style="list-style-type: none">• I will be able to say my sentences out loud before I write them so that I am sure I know what I want to say.• I will be able to read my sentences with an adult to make sure that they make sense.• I will be able to make up my own sentences and use them to write my own stories.• I will be able to make up my own sentences and use them to write non-fiction texts.
	<ul style="list-style-type: none">• I will be able to talk to adults about my writing and say what I think about it.
Composition: Evaluating and Editing	
Composition: Performing	<ul style="list-style-type: none">• I will be able to read my writing out to an adult.



Child Friendly Targets for Writing

Year 1 Targets 2

Composition	Year 1 Targets 2
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none">• I will be able to write sentences which other people can read.• I will be able to use spaces to separate my words.• I will be able to use a capital letter to mark the beginning of a sentence.• I will be able to a full stop to mark the end of a sentence.• I will be able to use capital letters for names.
	<ul style="list-style-type: none">• I will be able to show you where an exclamation mark is.• I will be able to use an exclamation mark in my writing.• I will be able to join two sentences with 'and'.• I will be able to join two sentences with 'but'.
	<ul style="list-style-type: none">• I will be able to tell a story with the events in order.• I will be able to tell non-fiction information with events in order.
	<ul style="list-style-type: none">• I will be able to try my sentence ideas out loud before I write them down, including ones with the words 'and' and 'but'.• I will be able to re-read my sentences to check they make sense.• I will be able to make up my own sentences to write my own stories.• I will be able to make up my own sentences to write non-fiction texts.
	<ul style="list-style-type: none">• I will be able to tell adults what I like about my writing.
Composition: Evaluating and Editing	
Composition: Performing	<ul style="list-style-type: none">• I will be able to read my writing out loud to my group, so that they can all hear me properly.



Child Friendly Targets for Writing

Year 1 Targets 3

Composition	Year 1 Targets 3
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none">• I will be able to say my sentence and hold it in my head while I write it.• I will be able to write sentences that other people can read.
	<ul style="list-style-type: none">• I will be able to use spaces between my words.
	<ul style="list-style-type: none">• I will be able to use capital letters in my writing.
	<ul style="list-style-type: none">• I will be able to use full stops in my writing.
	<ul style="list-style-type: none">• I will be able to use capital letters when I write names.
Composition:	<ul style="list-style-type: none">• I will be able to use question marks when I write questions.• I will be able to use exclamation marks in my writing.• I will be able to use 'and' to join two sentences together.• I will be able to use 'or' to join two ideas together.
	<ul style="list-style-type: none">• I will be able to tell stories with a opening, middle and end.
	<ul style="list-style-type: none">• I will be able to put my information in order in a non-fiction text.
Composition: Drafting and Writing	<ul style="list-style-type: none">• I will be able to say my sentences out loud before writing them.• I will be able to re-read my own sentences to make sure that they make sense.• I will be able to write my own stories with my own sentences.• I will be able to write non-fiction texts with my own sentences.
	<ul style="list-style-type: none">• I will be able to talk about my writing, saying what is good about it.
Composition: Evaluating and Editing	
Composition: Performing	<ul style="list-style-type: none">• I will be able to read my writing out loud to the whole class.



Child Friendly Targets for Writing

Year 2 Targets 1

Composition	Year 2 Targets 1
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none">• I will be able to say out loud and write down sentences using capital letters and full stops. I will be able to join my ideas using the joining words and and but.• I will be able to write question and exclamation sentences.
	<ul style="list-style-type: none">• I will be able to use full stops, capital letters, exclamation marks and question marks more confidently and correctly.• I will be able to write sentences using the word when in the middle.• I will be able to write sentences using the word when at the beginning.• I will be able to write sentences using the word because in the middle.• I will be able to write sentences using the word because at the beginning.• I will be able to finish sentences which use the word that, e.g. I hope that ..., My teacher told me that..., He said that...• I will be able to understand what verbs are and spot them in reading and my writing. I will be able to choose verbs to complete sentences so they make sense.• I will be able to use verbs in the present tense in my talking and in my writing, to show that actions are still happening.• I will be able to use the past tense correctly in my stories, recounts and historical reports.• I will be able to understand what nouns are and spot them in my reading and writing. I will be able to choose nouns to complete sentences so they make sense.• I will be able to think of adjectives. I will be able to choose and use adjectives carefully.• I will be able to spot adverbs and understand what they are. I will be able to choose adverbs to complete sentences so they make sense.
Composition: Planning	<ul style="list-style-type: none">• I will be able to discuss and plan what I'm writing about.
Composition: Drafting and Writing	<ul style="list-style-type: none">• I will be able to rehearse each of my sentences out loud before I write them down.• I will be able to talk about who I am writing for and why. I will be able to discuss the words and phrases I need to use.
	<ul style="list-style-type: none">• I will be able to reread my writing to check it, improving it by listening to what my teacher says.
Composition: Evaluating and Editing	<ul style="list-style-type: none">• I will be able to talk about my writing with an adult, telling them what I think is good about it and what might make it even better.• I will be able to reread my writing to check for mistakes in spelling and punctuation, and to check it makes sense.
	<ul style="list-style-type: none">• I will be able to read my writing out loud with expression, thinking carefully about the punctuation I have used.
Composition: Performing	



Child Friendly Targets for Writing

Year 2 Targets 2

Composition	Year 2 Targets 2
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none">• I will be able to say out loud and write down sentences using capital letters and full stops. I will be able to join my ideas using the joining words so and or.• I will be able to write statement and command sentences.
	<ul style="list-style-type: none">• I will be able to check and with a bit of help, improve my own writing using full stops, capital letters, exclamation marks and question marks.• I will be able to use commas when writing a list.• I will be able to write sentences using the words before and after in the middle.• I will be able to write sentences with the words before and after at the beginning.• I will be able to write sentences using the word if in the middle.• I will be able to write sentences using the word if at the beginning.• I will be able to write sentences using the word that in the middle and use these sentences in my story writing.• I will be able to think of verbs. I will be able to choose and use verbs appropriately.• I will be able to use verbs in the past tense, in my talking and in my writing, to show that actions were happening.• I will be able to use the present tense correctly in my non-chronological reports and persuasive adverts.• I will be able to think of nouns. I will be able to choose and use nouns appropriately.• I will be able to check and improve my writing by choosing better adjectives to create noun phrases.• I will be able to think of adverbs. I will be able to choose and use adverbs appropriately.
Composition: Planning	<ul style="list-style-type: none">• I will be able to discuss and plan what I'm writing about.
Composition: Drafting and Writing	<ul style="list-style-type: none">• I will be able to rehearse each of my sentences out loud before I write them down, including those that have been made longer.• I will be able to talk about who I am writing for and why. I will be able to discuss how I am going to organise my writing. I will be able to plan and write in sections, drafting if I need to.• I will be able to reread my writing to check it, improving it by listening to the clues given me by my teacher.
Composition: Evaluating and Editing	<ul style="list-style-type: none">• I will be able to talk about, and agree to work with a response partner. I will be able to work with my response partner and adults, to help me improve my writing.• I will be able to reread my writing to check for mistakes in spelling and punctuation. I will be able to check I have used the correct form of verbs and that my writing makes sense.
Composition: Performing	<ul style="list-style-type: none">• I will be able to read my writing out loud with expression, looking carefully at the punctuation I have used.



Child Friendly Targets for Writing

Year 2 Target 3

Composition	Year 2 Targets 3
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none">• I will be able to read my own writing to check my sentences. I will be able to improve some of my sentences using the joining words and, but, so and or.• I will be able to write statement, question, command and exclamation sentences. I will be able to use capital letters, full stops, question marks and exclamation marks correctly.• I will be able to check my writing myself and improve it using full stops, capital letters, exclamation marks and question marks.
	<ul style="list-style-type: none">• I will be able to use commas when writing lists in fiction and non-fiction, including in my topic work.• I will be able to use apostrophes to show where letters are missing in words like can't and don't.• I will be able to use apostrophes to show when something belongs to someone.• I will be able to write sentences using the words when, before and after in the middle.• I will be able to write sentences with the words when, before and after at the beginning.• I will be able to write sentences using the words because and if in the middle.• I will be able to write sentences with the words because and if at the beginning.• I will be able to write sentences using the word that in the middle and use these sentences in some of my non-fiction writing.• I will be able to check my writing myself and improve it by thinking carefully about the verbs I choose.• I will be able to experiment using verbs in the present tense and past tense, to show that actions are or were happening.• I will be able to check and improve my writing myself to make sure I have used the past and present tense correctly.
Vocabulary, Grammar and Punctuation Contd.	<ul style="list-style-type: none">• I will be able to check and improve my writing myself to make sure I've chosen the best nouns.• I will be able to spot noun phrases in reading. I will be able to think of my own noun phrases and use them effectively in my writing, thinking about my reader.• I will be able to check and improve my writing myself to make sure I've chosen the best adverbs.
Composition: Planning	<ul style="list-style-type: none">• I will be able to rehearse each of my sentences out loud before I write them down, using some of the sentence structures from the texts I am reading.
Composition: Drafting and Writing	<ul style="list-style-type: none">• I will be able to talk about who I am writing for and why. I will be able to discuss the language I need to use and how I am going to organise my writing.• I will be able to reread my writing to check it. I will be able to improve my writing by thinking carefully about who I am writing for and why.
Composition: Evaluating and Editing	<ul style="list-style-type: none">• I will be able to discuss my writing with adults and children in my class. I will be able to think carefully about how well my writing has done its job and how well it talks to its reader.• I will be able to reread my writing to check for mistakes in spelling and punctuation. I will be able to check I have used the correct form of verbs and that my writing makes sense.• I will be able to read my writing out loud with expression, paying attention to the punctuation I have used.
Composition: Performing	<ul style="list-style-type: none">• I will be able to rehearse each of my sentences out loud before I write them down, using some of the sentence structures from the texts I am reading.



Child Friendly Targets for Writing

Year 3 Targets 1

Composition	
Year 3 Targets 1	
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none">• I will be able to spot clauses in sentences.• I will be able to spot subordinate clauses in complex sentences.• I will be able to spot complex sentences and create my own, using a range of conjunctions such as when, while, before, after.• I will be able to use commas to separate clauses in complex sentences where the subordinate clause comes first, e.g. <u>Before</u> he started making films, Walt Disney worked as an artist. <u>After</u> the bird had sprinkled the crumbs, a magnificent forest sprang up.• I will be able to choose appropriate prepositions such as above, below, beneath, within, outside, beyond to complete sentences, showing my understanding in my choice.• I will be able to select adverbs such as suddenly, silently, eventually, cautiously, timidly to complete sentences, showing my understanding in my choice.• I will be able to identify speech in a text, highlighting the words spoken by a character together with the inverted commas (speech marks).• I will be able to spot, understand and select the perfect form of verbs to complete sentences.• I will be able to use the determiner a or an according to whether the next word begins with a consonant or vowel.
Composition: Planning	<ul style="list-style-type: none">• I will be able to identify the purpose and audience for my writing, e.g. to retell events from Walt Disney's life for our Year 2 audience. I will also be able to discuss the vocabulary, grammar and structure needed.
Composition: Drafting and Writing	<ul style="list-style-type: none">• I will be able to create and develop characters for narrative.• I will be able to improve a passage prepared by the teacher by using different sentence structures.• I will be able to group related information into paragraphs using facts provided by the teacher.
Composition: Evaluating and Editing	<ul style="list-style-type: none">• I will be able to proofread to check for mistakes in spelling, grammar and punctuation in own writing.• I will be able to make some improvements to my own writing after discussion with the teacher.
Composition: Performing	<ul style="list-style-type: none">• I will be able to use appropriate intonation, tone and volume to present my writing to a group or class.



Child Friendly Targets for Writing

Year 3 Targets 2

Year 3 Targets 2	
Composition	
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none">I will be able to identify clauses in sentences.I will be able to identify main and subordinate clauses in complex sentences.I will be able to identify and create complex sentences using a range of conjunctions e.g. if, although, so.
	<ul style="list-style-type: none">I will be able to use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <u>If</u> people live near volcanoes, they are in danger of their homes being destroyed. <u>Although</u> the Iron Man fell off the cliff, he wasn't harmed.I will be able to think up and select prepositions for where e.g. above, below, beneath, within, outside, beyond.I will be able to think up, select and extend my use of adverbs e.g. first, soon, next, later, yesterday, now, instantly, precisely, securely.I will be able to identify and use inverted commas (speech marks), to punctuate direct speech.
Composition:	<ul style="list-style-type: none">I will be able to use the perfect form of verbs using have and has to indicate a completed action e.g. Barney said, "I don't know where Stig <u>has gone</u>." (present perfect) instead of Barney said, "I don't know where Stig <u>went</u>." (Simple past).
Planning	<ul style="list-style-type: none">I will be able to identify the purpose and audience for my writing, e.g. to entertain other Year 3 children with poems for a class anthology. I will also be able to discuss the vocabulary, grammar and structure needed.I will be able to discuss and record ideas for planning, e.g. for poetry, generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc.
Composition: Drafting and Writing	<ul style="list-style-type: none">I will be able to improvise, create and write dialogue using inverted commas (speech marks), synonyms for 'said' and, where appropriate, adverbs e.g. "Get out of here!" shouted Bob angrily.I will be able to use different sentence structures when I am writing. I will be able to orally compose alternatives and choose the best ones for effect.I will be able to group related material into paragraphs.
Composition: Evaluating and Editing	<ul style="list-style-type: none">I will be able to proofread to check for errors in spelling, grammar and punctuation in my own and others' writing.I will be able to discuss and suggest changes with partners and improve my writing following discussion.
Composition: Performing	<ul style="list-style-type: none">I will be able to use appropriate intonation, tone and volume to present my writing to a group or class.



Child Friendly Targets for Writing

Year 3 Targets 3

Composition	
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none">• I will be able to identify main and subordinate clauses in complex sentences.• I will be able to identify and create complex sentences using a range of conjunctions e.g. while, since.• I will be able to use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <u>While</u> you were sleeping, I visited the Enchanted Wood. <u>Since</u> they had invaded Britain, the Romans had built many roads.• I will be able to generate, select and effectively use prepositions in my own writing e.g. above, below, beneath, within, outside, beyond.• I will be able to independently edit and improve my own writing by strengthening my use of adverbs e.g. swiftly, rudely, wearily, gingerly.• I will be able to use inverted commas to punctuate direct speech (speech marks) in independent writing.• I will be able independently to edit and improve my own writing by using the perfect form of verbs where appropriate such as when writing dialogue in narrative and play scripts e.g. Roman Soldier: He <u>has</u> disappeared, Sirel (present perfect) instead of Roman Soldier: He disappeared, Sirel (simple past).• I will be able to identify purpose and audience for writing, e.g. to entertain children in Year 1 with our fantasy stories. I will be able to discuss the vocabulary, grammar and structure needed.• I will be able to discuss and record ideas for planning, e.g. story mountain, chunking a plot and innovating, flow charts, boxing up a non-fiction text and innovating, spidergrams.• I will be able to create and develop settings for narrative.• I will be able to independently edit and improve my own writing, whilst I am writing and afterwards, by using different sentence structures.• I will be able to group related material into paragraphs and identify suitable headings.
Composition: Drafting and Writing	<ul style="list-style-type: none">• I will be able to proofread my own and others' writing to check for errors in spelling, grammar and punctuation.• I will be able to discuss and propose changes to my writing with partners and in small groups, with a focus on audience and purpose. I will be able to improve my writing in the light of the shared evaluation.• I will be able to present my writing to a group or class using appropriate intonation, tone and volume, e.g. using adverbs to inform how something is said.



Child Friendly Targets for Writing

Year 4 Targets 1

Composition	Year 4 Targets 1
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none">• I will be able to create and use sentences with an adverb starter. I will be able to use a comma after an adverb starter.• I will be able to create sentences with fronted adverbials for when. I will be able to use a comma after the fronted adverbial.• I will be able to use inverted commas (speech marks) to show when someone is speaking.• I will be able to spot, choose and use pronouns.• I will be able to name nouns to make my writing more precise.• I will be able to spot, explore and use the correct form of verbs in my writing to make sure it grammatically makes sense.
Composition: Planning	<ul style="list-style-type: none">• I will be able to identify and talk about why I am writing and who I am writing for. I will be able to discuss the structure, words and grammar needed.• I will be able to talk about and record my ideas for planning.
Composition: Drafting and Writing	<ul style="list-style-type: none">• I will be able to develop my characters using action, speech and description.• I will be able to improvise and create a conversation between two characters.• I will be able to improve a piece of text given me by the teacher, by using different ways of building sentences.• I will be able to use paragraphs to organise my writing in non-fiction texts, linking my ideas from one paragraph to another by using fronted adverbials for when.• I will be able to link my ideas from one paragraph to another by using fronted adverbials for when and where.
Composition: Evaluating and Editing	<ul style="list-style-type: none">• I will be able to proofread my writing to check for mistakes in spelling, grammar and punctuation.• I will be able to talk about my writing with my teacher or a partner and make some changes in response to some of the points made.
Composition: Performing	<ul style="list-style-type: none">• I will be able to read my writing aloud to a group or class with meaning and expression.



Child Friendly Targets for Writing

Year 4 Targets 2

Composition	Year 4 Targets 2
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none">• I will be able to create sentences with a main and subordinate clause, starting with an adverb.• I will be able to separate the clauses with a comma.• I will be able to create sentences with fronted adverbials for where. I will be able to use a comma after the fronted adverbial.• I will be able to use commas after fronted adverbials.• I will be able to use inverted commas (speech marks) and other punctuation to show when someone is speaking.• I will be able to spot, choose and use pronouns.• I will be able to spot, collect and use noun phrases.• I will be able to use the correct form of verbs in my writing to make sure it is grammatically correct.
Composition: Planning	<ul style="list-style-type: none">• I will be able to identify and talk about why I am writing and who I am writing for. I will be able to discuss the structure, words and grammar needed.• I will be able to talk about and record my ideas for planning.
Composition: Drafting and Writing	<ul style="list-style-type: none">• I will be able to develop my settings using words carefully to create humour, atmosphere or suspense for my reader.• I will be able to improvise and create a conversation, to show or give clues about how a character is feeling.• I will be able to create sentences using different sentence structures. I will be able to talk about different options and choose the most appropriate, thinking carefully about the effect I want to have on my reader.• I will be able to use paragraphs to organise my writing in fiction, knowing that I start a new paragraph to show a change in speaker, setting or time.• I will be able to link my ideas from one paragraph to another by using fronted adverbials for where.
Composition: Evaluating and Editing	<ul style="list-style-type: none">• I will be able to proofread my own and others' writing to check for mistakes in spelling, grammar and punctuation.• I will be able to talk about and suggest changes to improve my own and others' writing. I will be able to improve my writing in response to some of the points made.
Composition: Performing	<ul style="list-style-type: none">• I will be able to read my writing aloud to different audiences with appropriate meaning, expression and use of my voice.



Child Friendly Targets for Writing

Year 4 Targets 3

Composition	Year 4 Targets 3
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none">• I will be able to create and use sentences with a main and subordinate clause in my own writing, starting with an adverb.• I will be able to separate the clauses with a comma.• I will be able to create sentences with fronted adverbials for when and where. I will be able to use commas after the fronted adverbials.• I will be able to use inverted commas (speech marks) and other punctuation to show when someone is speaking. I will be able to start a new paragraph when a new speaker says something.• I will be able to spot, choose and use pronouns.• I will be able to spot, collect and use noun phrases.
Composition: Planning	<ul style="list-style-type: none">• I will be able to identify and talk about the purpose and audience for my writing.• I will be able to think carefully about the structure and words I choose to use.• I will be able to talk about and record my ideas for planning e.g. for poetry, generating and improving vocabulary and experimenting with rhyme, rhythm, alliteration etc.
Composition: Drafting and Writing	<ul style="list-style-type: none">• I will be able to plan and write an opening paragraph which includes details about both the setting and character/s.• I will be able to improvise and create a conversation between two characters, using standard and non-standard English where appropriate.• I will be able to edit and improve my writing on my own, by using different sentence structures both whilst I am writing and after I have finished.• I will be able to use paragraphs to organise my writing in fiction, linking my ideas from one paragraph to another by using fronted adverbials for when and where.• I will be able to proofread my own and others' writing to check for mistakes in spelling, grammar and punctuation.
Composition: Evaluating and Editing	<ul style="list-style-type: none">• I will be able to talk with a partner and in a small group about how to improve my own and others' writing, thinking carefully about the audience and purpose. I will be able to improve my writing in response to some of the points made.
Composition: Performing	<ul style="list-style-type: none">• I will be able to read my writing aloud to a range of audiences with meaning and expression. I will be able to use my voice to show the use of Standard and non-Standard English in my writing.



Child Friendly Targets for Writing

Year 5 Targets 1

Composition	Year 5 Targets 1
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none">• I will be able to create complex sentences by adding a relative clause using a relative pronoun.• I will be able to create and punctuate complex sentences using ed opening clauses.• I will be able to demarcate complex sentences using commas in to clarify meaning.• I will be able to identify and use brackets to indicate parenthesis.• I will be able to link ideas across paragraphs using adverbials for time, place and numbers.• I will be able to identify, collect and use noun phrases.
	<ul style="list-style-type: none">• I will be able to identify the audience and purpose for a piece of writing and to consider this carefully when selecting the language and structures to use.• I will be able to plan my writing by drawing on a writing model. I will be able to develop my ideas through talk, noting key events and vocabulary on a written plan.• I will be able to examine how authors develop characters in books and use some of these techniques in my own writing.
	<ul style="list-style-type: none">• I will be able to show characterisation through description and dialogue.
	<ul style="list-style-type: none">• I will be able to improve a piece of text by using different sentence structures.
	<ul style="list-style-type: none">• I will be able to proofread my writing to check that:<ul style="list-style-type: none">○ Verb tense is consistent and correct.○ Subjects and verbs agree.○ Spelling and punctuation errors are addressed.• I will be able to use appropriate intonation, tone and volume to present my writing to a group or class, ensuring my meaning is clear to the audience.
Composition: Drafting and Writing	
Composition: Evaluating and Editing	
Composition: Performing	



Child Friendly Targets for Writing

Year 5 Target 2

Year 5 Target 2	
Composition, Grammar and Punctuation	<ul style="list-style-type: none">• I will be able to create complex sentences by dropping in a relative clause.• I will be able to create and punctuate complex sentences using opening clauses.• I will be able to demarcate complex sentences using commas in order to clarify meaning, including those which have relative clauses.• I will be able to identify and use commas to show parenthesis.• I will be able to identify and use dashes to show parenthesis.• I will be able to use devices to build cohesion within a paragraph.• I will be able to use expanded noun phrases to convey information concisely.
Composition: Planning	<ul style="list-style-type: none">• I will be able to identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use.• I will be able to compare two similar texts and, with support, draw on these to create my own plan. I will be able to develop and clarify my ideas through talk, noting key events and vocabulary on the created plan.• I will be able to examine, in a variety of ways, how authors develop settings in books.
Composition: Drafting and Writing	<ul style="list-style-type: none">• I will be able to select appropriate structure, vocabulary and grammar to describe setting.
Composition: Evaluating and Editing	<ul style="list-style-type: none">• I will be able to use different sentence structures during composition. I will be able orally to compose alternatives and select from these according to the effect to be created.• I will be able to proofread my writing and suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
Composition: Performing	<ul style="list-style-type: none">• I will be able to use appropriate intonation, tone and volume to present my writing to a group or class, ensuring meaning is clear to the audience.



Child Friendly Targets for Writing

Year 5 Targets 3

Composition	Year 5 Targets 3
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none">• I will be able to use relative pronouns who, which, where, whose, when, that to create complex sentences by using relative clauses, both at the end of sentences and embedded within.• I will be able to create complex sentences where the relative pronoun is omitted.• I will be able to create and punctuate complex sentences using ed and ing opening clauses in fiction and non-fiction writing.• I will be able to create and punctuate sentences using simile starters.• I will be able to use commas to avoid ambiguity.• I will be able to identify and use commas to indicate parenthesis.
	<ul style="list-style-type: none">• I will be able to use brackets and dashes to indicate parenthesis appropriately in formal and less formal writing.• I will be able to use expanded noun phrases to convey complicated information concisely.
	Composition: Planning
	<ul style="list-style-type: none">• I will be able to identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use.• I will be able to create my own plan for writing, drawing on reading and research.• I will be able to develop and clarify my ideas through talk, noting key events and vocabulary on the created plan.
	Composition: Planning Contd.
<ul style="list-style-type: none">• I will be able to blend action, dialogue and description within and across paragraphs.• I will be able to independently edit and improve my own writing by using different sentence structures.	
Composition: Evaluating and Editing	<ul style="list-style-type: none">• I will be able to assess the effectiveness of my own and others' writing in relation to audience and purpose.• I will be able to suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
Composition: Performing	<ul style="list-style-type: none">• I will be able to use appropriate intonation, tone and volume to present my writing, adding gesture and movement where appropriate.



Child Friendly Targets for Writing

Year 6 Targets 1

Composition	Year 6 Targets 1
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none">• I will be able to use devices to build cohesion between paragraphs in narrative.• I will be able to identify in texts: semi-colons which are used to mark the boundary between independent clauses.• I will be able to identify the subject and object of a sentence.• I will be able to identify, collect and use examples of the past perfect form of verbs to mark relationships of time and cause.• I will be able to identify and use colons to introduce a list.• I will be able to punctuate bullet points consistently.• I will be able to use subjunctive forms in formal speech and writing, focusing on wish and If- clauses.
Composition: Planning	<ul style="list-style-type: none">• I will be able to identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for my writing.• I will be able to plan my writing by drawing on a writing model.• I will be able to examine and compare how authors develop characters in books.
Composition: Drafting and Writing	<ul style="list-style-type: none">• I will be able to select vocabulary and language effects which are appropriate for my audience and purpose• I will be able to select vocabulary and language effects for precision and impact.• I will be able to explore the effect of using more formal vocabulary and sentence structures by comparing statements prepared by the teacher.
Composition: Drafting and Writing Contd.	<ul style="list-style-type: none">• I will be able to blend action and dialogue within sentences and paragraphs to convey character and advance the action.• I will be able to explain the use of different sentence structures.• I will be able to improve sentences and short texts prepared by the teacher and to discuss effects created.• I will be able to use synonyms and pronouns to build cohesion within and across paragraphs.
Composition: Evaluating and Editing	<ul style="list-style-type: none">• I will be able to reflect upon the effectiveness of my writing in relation to audience and purpose.• I will be able to proofread to ensure consistent and correct use of tense throughout.• I will be able to proofread to ensure consistent subject and verb agreement.• I will be able to proofread to ensure spelling and punctuation errors are addressed.
Composition: Performing	<ul style="list-style-type: none">• I will be able to use appropriate intonation, tone and volume to present my writing to a group or class, ensuring my meaning is clear to the audience.



Child Friendly Targets for Writing

Year 6 Targets 2

Year 6 Targets 2	
Composition	
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none">• I will be able to use devices to build cohesion between paragraphs in persuasive texts.• I will be able to identify and use semi-colons to mark the boundary between independent clauses.• I will be able to identify and discuss the active and passive voice in narrative writing.• I will be able to identify, collect and use examples of the present perfect form of verbs to mark relationships of time and cause.• I will be able to identify and use semi-colons within lists.• I will be able to identify, collect and use subjunctive forms within formal speech and writing, focusing on requests.
Composition: Planning	<ul style="list-style-type: none">• I will be able to identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for my writing.• I will be able to compare two similar texts and draw on these to create my own plan for writing. I will be able to develop and clarify my ideas through talk, noting key ideas and vocabulary on the plan.• I will be able to examine and compare how authors develop settings in books.
Composition: Drafting and Writing	<ul style="list-style-type: none">• I will be able to identify, collect and use vocabulary typical of formal and informal speech and writing.• I will be able to blend action and description within sentences and paragraphs to convey character and advance the action.• I will be able to discuss the effects created by different sentence structures. I will be able to experiment with different effects by changing sentence types and structures in my own writing.• I will be able to use devices to build cohesion within and across paragraphs in narrative writing.
Composition: Evaluating and Editing	<ul style="list-style-type: none">• I will be able to reflect upon the effectiveness of my writing in relation to its audience and purpose.• I will be able to proofread, suggest and makes changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning.
Composition: Performing	<ul style="list-style-type: none">• I will be able to use appropriate and effective intonation, tone and volume to present my writing to a group or class, ensuring my meaning is clear to the audience.



Child Friendly Targets for Writing

Year 6 Targets 3

Composition	Year 6 Targets 3	
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none">• I will be able to use devices to build cohesion between paragraphs in discursive and explanatory texts.• I will be able to edit and improve my own writing by using semi-colons to mark the boundary between independent clauses.• I will be able to identify active and passive voice and discuss its use in a variety of contexts.• I will be able to identify, collect and use examples of the future perfect form of verbs to mark relationships of time and cause.• I will be able to explain and demonstrate how hyphens can be used to avoid ambiguity.• I will be able to edit and improve my own formal writing and speech by using subjunctive forms.	
	Composition: Planning	<ul style="list-style-type: none">• I will be able to identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for my writing.• I will be able to draw on similar writing models, reading and research to create my own plan for writing.• I will be able to compare how characters and settings are presented in films and performances.
	Composition: Drafting and Writing	<ul style="list-style-type: none">• I will be able to select and discuss the appropriate register for formal and informal purposes.• I will be able to blend action, dialogue and description within sentences and paragraphs to convey character and advance the action.• I will be able to consciously control the use of different sentence structures for effect when writing and editing.• I will be able to use a wide range of devices to build cohesion within and across paragraphs, e.g. adverbials, pronouns and synonyms.• I will be able to find examples of where authors have broken conventions to achieve specific effects and to use similar techniques in my own writing.
		Composition: Evaluating and Editing
Composition: Performing		<ul style="list-style-type: none">• I will be able to use appropriate intonation, tone and volume to present my writing, adding gesture and movement where appropriate.• I will be able to encourage and take account of audience engagement.



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