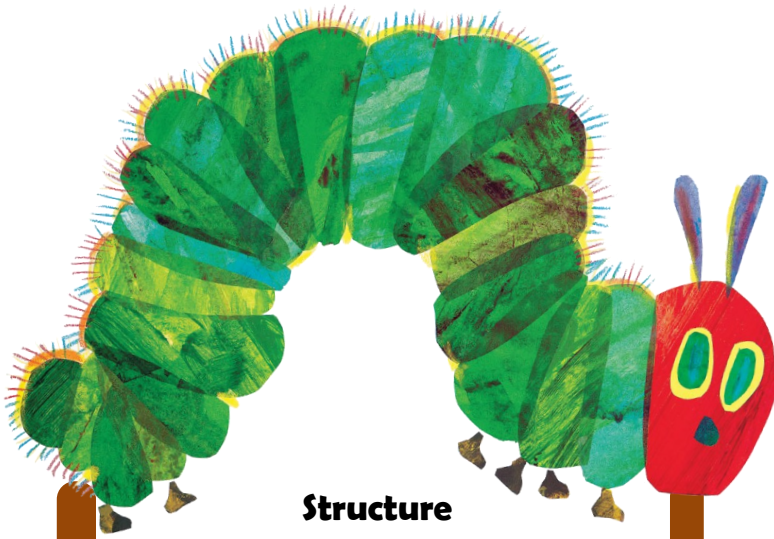


Writing Targets

Eric Carle



Structure

S7) My writing shows simple structure with a beginning, middle and ending.

S6) I write several steps of instructions in the correct order.

S5) I write a number of sentences which follow a logical order.

S4) My writing can be read by another adult.

S3) I write more than one sentence about an idea.

S2) I say out loud what I am going to write.

S1) I discuss what I want to write about with a partner or adult.



Grammar

G8) I use commas for lists with an "and" before the final item.

G7) I correctly use capital letters, full stops, question marks and exclamation marks.

G6) I use a range of conjunctions to add extra information.

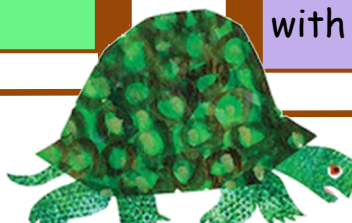
G5) I correctly use capital letters for names of people, places, days of the week and I (meaning me).

G4) I am beginning to use ? & ! correctly.

G3) I join words and clauses using 'and'.

G2) I nearly always use a capital letter after a full stop.

G1) I show the end of my idea with a full stop.



Writing Targets

Eric Carle



Effect

E2) I write basic information and ideas using appropriate word choices.

E1) I confidently read my writing back to an adult.



Vocabulary

V2) I make some appropriate word choices from word banks and class lists.

V1) I use some basic descriptive language for colour, size and simple emotions.

Spelling

Sp8) I add suffixes to regular adjectives when comparing, for example: bigger, biggest.

Sp7) I correctly spell words with common exceptions in my writing.

Sp6) I independently spell the days of the week from memory.

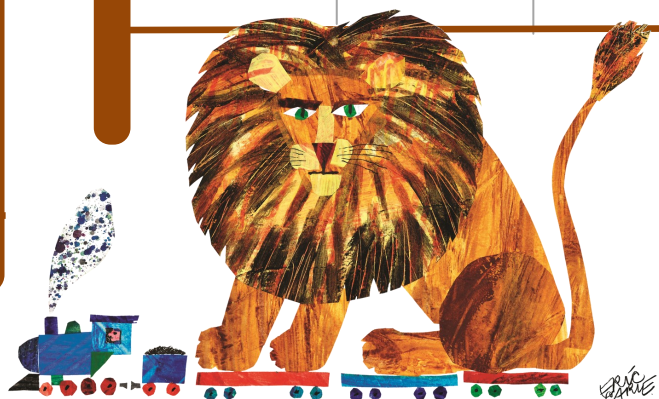
Sp5) I add suffixes to regular verbs, for example: playing, played.

Sp4) I use the prefix "un_" correctly, for example: unhappy.

Sp3) I add -s or -es to make regular words plural.

Sp2) I use finger spaces between my words.

Sp1) I correctly write words using the target phoneme taught in class.



Writing Targets

Julia Donaldson



Structure

S13) I expand noun phrases to add detail.

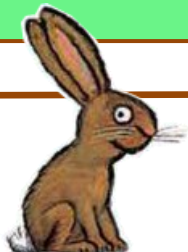
S12) I show causal links, e.g. when, if, that, so, because.

S11) I organise my writing to reflect its purpose, e.g. newspapers, instructions.

S10) I am beginning to use an appropriate opening and ending.

S9) I meaningfully link sections of my writing.

S8) I use time conjunctions, e.g. then, after, before.



Grammar

G17) I make adverbs from regular adjectives by adding -ly and use these in my writing.

G16) I add suffixes to nouns and use these in my writing, e.g. -ness, -ment, -ful, -less, -ly.

G15) I am beginning to use apostrophes to show possession (singular, regular), e.g. the girl's book.

G14) I use apostrophes to show contraction, e.g. I'm, can't, doesn't.

G13) I use the progressive past tense to show action was happening, e.g. he was running.

G12) I choose the correct tense (past and present) and use it consistently.

G11) I consistently use commas accurately within a list.

G10) I write: statements, exclamations, questions and commands.

G9) I am consistently correct in my use of capital letters, full stops, question marks and exclamation marks.





Effect

E12) I develop sections of a non-fiction topic for a non-chronological report.

E11) I write in role.

E10) I write for a purpose: lists, postcards/letters, diary entries.

E9) I write poems showing a range of style and purpose.

E8) I write an appropriate non-fiction style, e.g. recounts, explanations, instructions.

E6) I can write in the same styles as stories shared in class.

E5) I can include examples of story language in my narrative writing.

E4) I can recount what has happened to a character in a shared story.

E3) I write about what I have done.



Vocabulary

V5) I use similes when describing, using 'like' and 'as'.

V4) I use adverbs to describe actions.

V3) I use interesting adjectives to describe people, objects and settings.



Writing Targets

Julia Donaldson