

INFORMATION FOR PARENTS AND CARERS

TARGETS IN WRITING

Working towards Level 1c

AF1 *Write imaginative, interesting and thoughtful texts*

T1 I can sometimes write about a simple message. (a single event/idea)

T2 I can read my work back to you.

AF2 *Produce texts which are appropriate to task, reader and purpose*

T1 I can write short clauses. (a cat sat)

AF3 *Organise and present whole texts effectively, sequencing and structuring information, ideas and events*

T1 My writing is organised into words with spaces.

AF4 *Construct paragraphs and use cohesion between paragraphs*

T1 I am beginning to put ideas together. (the cat is black, the cat is fat)

AF5 *Vary sentences for clarity, purpose and effect*

T1 I can write phrases or words to represent a sentence. (a big dog)

AF6 *Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences*

T1 My writing goes from left to right.

AF7 *Select appropriate and effective vocabulary*

T1 Some of my letters are recognisable.

AF8 *Use correct spelling, handwriting and presentation*

T1 I recognise and use some letter blends. (th, sh, st, tr)

INFORMATION FOR PARENTS AND CARERS

TARGETS IN WRITING

Working towards Level 1b

AF1 *Write imaginative, interesting and thoughtful texts*

- T1 My writing shows a simple message.
- T2 I am beginning to use descriptive words (feeling, size, colour)

AF2 *Produce texts which are appropriate to task, reader and purpose*

- T1 My writing can be read by my teacher. (word meaning surmised)

AF3 *Organise and present whole texts effectively, sequencing and structuring information, ideas and events*

- T1 I am able to follow a writing task with support.

AF4 *Construct paragraphs and use cohesion between paragraphs*

- T1 I am able to write two or more phrases about an idea or event.

AF5 *Vary sentences for clarity, purpose and effect*

- T1 I am beginning to use 'and' in a sentence or phrase.

AF6 *Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences*

- T1 With support, I will have a subject and verb in my sentence or clause. (the dog ran down the road)

AF7 *Select appropriate and effective vocabulary*

- T1 I am able to choose the right word to give the correct meaning. (the snow is cold)
- T2 Some of my letters are recognisable.

AF8 *Use correct spelling, handwriting and presentation*

- T1 I recognise and can use all my initial letter sounds.
- T2 Some of my letters are formed correctly.

INFORMATION FOR PARENTS AND CARERS

TARGETS IN WRITING

Working towards Level 1a

AF1 *Write imaginative, interesting and thoughtful texts*

- T1 I can include basic information and ideas in my writing.
- T2 I use some descriptive words (size, colour, feelings) in my writing.

AF2 *Produce texts which are appropriate to task, reader and purpose*

- T1 My writing can generally be read and understood.
- T2 I am beginning to use imperative verbs (bossy) in their correct place.
- T3 I can write a letter 'to mum' and end with 'from ...'.

AF3 *Organise and present whole texts effectively, sequencing and structuring information, ideas and events*

- T1 I can link together a few events but not always in the correct order.
- T2 I can start a story with 'One day', 'Once upon a time'.

AF4 *Construct paragraphs and use cohesion between paragraphs*

- T1 I can link my ideas together.
- T2 I have started to use pronouns. (Sam went to the shop. **He** got a toy.)

AF5 *Vary sentences for clarity, purpose and effect*

- T1 I can write most of my work in simple sentences.
- T2 Some of my sentences begin with a capital letter.

AF6 *Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences*

- T1 Some of my capital letters are used correctly.
- T2 I am sometimes able to use full stops.

AF7 *Select appropriate and effective vocabulary*

- T1 I will choose the correct words to show what I mean.

AF8 *Use correct spelling, handwriting and presentation*

- T1 I am trying to make my writing the same size.
- T2 I can spell some high frequency words correctly. (the, and, for, me)
- T3 I am beginning to use some spelling patterns to help me spell. (at, all, it, an)

INFORMATION FOR PARENTS AND CARERS

TARGETS IN WRITING

Working towards Level 2c

AF1 *Write imaginative, interesting and thoughtful texts*

T1 I can write about more than one character in my stories.

T2 My writing has more than one idea.

AF2 *Produce texts which are appropriate to task, reader and purpose*

T1 I have a purpose for my writing and know who will be reading my finished work.

AF3 *Organise and present whole texts effectively, sequencing and structuring information, ideas and events*

T1 I am trying to give my writing a clear beginning.

T2 My writing shows the use of time connectives like then and now.

T3 Some of my writing shows that I have remembered an ending.

AF4 *Construct paragraphs and use cohesion between paragraphs*

T1 I have been able to group my ideas together sensibly. (cat – furry tail, green eyes, black and white)

AF5 *Vary sentences for clarity, purpose and effect*

T1 I can write in sentences with some connective words like and.

AF6 *Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences*

T1 I remember to use capital letters to start some of my sentences.

T2 I understand why question marks and exclamation marks are used.

T3 My sentences contain a subject and a verb. (The **girl walked.**)

AF7 *Select appropriate and effective vocabulary*

T1 I can use words to help me describe an object or person.

T2 I am beginning to find interesting and exciting words to use.

AF8 *Use correct spelling, handwriting and presentation*

T1 I know how to use upper and lower case letters correctly some of the time.

T2 I can spell high frequency words generally correctly.

T3 I can sound out simple words and spell them correctly most of the time.

T4 I have remembered to use finger spaces between words.

INFORMATION FOR PARENTS AND CARERS - TARGETS IN WRITING

Working towards Level 2b

AF1 *Write imaginative, interesting and thoughtful texts*

- T1 I am beginning to use describing words in my sentences.
- T2 I think carefully about the beginning of my writing and try to interest anyone who will be reading my writing.

AF2 *Produce texts which are appropriate to task, reader and purpose*

- T1 I can tell you who will be reading my writing and why.
- T2 I am beginning to write for different purposes. (story, report, instructions)
- T3 I can check my writing and make sure it will make sense.
- T4 I am able to group my ideas together in logical sequence.

AF3 *Organise and present whole texts effectively, sequencing and structuring information, ideas and events*

- T1 I am able to write interesting beginnings to my stories.
- T2 I try to give the end of my stories a sensible finish.
- T3 I use time connective phrases. (after that, the next day, a bit later)

AF4 *Construct paragraphs and use cohesion between paragraphs*

- T1 My ideas are grouped together in my writing using pronouns. (The cat had a long furry tail. **He** liked to chase mice.)

AF5 *Vary sentences for clarity, purpose and effect*

- T1 I can use different ways to start a sentence. (Suddenly..., After a while..., Just then...)
- T2 I am starting to make my sentences longer by using connectives (and, but, then)

AF6 *Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences*

- T1 I use capital letters when I am writing the names of people and places.
- T2 I am able to use a question mark at the end of a question.

AF7 *Select appropriate and effective vocabulary*

- T1 I try to use new words in my writing.
- T2 I have started to use more adventurous words in my descriptions.
- T3 I can use descriptive phrases.

AF8 *Use correct spelling, handwriting and presentation*

- T1 Most of the time I use upper and lower case letters correctly.
- T2 Most of my letters are formed correctly.
- T3 I know and am able to write correctly tall letters and those that fall below the line. (g, p, q)

INFORMATION FOR PARENTS AND CARERS - TARGETS IN WRITING

Working towards Level 2a

AF1 *Write imaginative, interesting and thoughtful texts*

- T1 I am able to use traditional and modern examples of beginnings in the opening parts of my writing.
- T2 My descriptions are clear and give the reader a picture of what I am describing.
- T3 The events or actions in my writing show how a character feels. (She was scared.)

AF2 *Produce texts which are appropriate to task, reader and purpose*

- T1 I understand and am beginning to use different structures for different types of writing.
- T2 I am able to use the correct style for a particular piece of writing most of the time. (diagrams, sequenced steps, bullet points)
- T3 I can use imperative or 'bossy' verbs appropriately.

AF3 *Organise and present whole texts effectively, sequencing and structuring information, ideas and events*

- T1 In my non-fiction writing, I have included headings, numbering or bullet points.
- T2 I try hard to make my story beginnings exciting and interesting.
- T3 I plan my stories to have a clear sequence of events.
- T4 I think about and write a good ending to my stories.

AF4 *Construct paragraphs and use cohesion between paragraphs*

- T1 I try to show clearly links between ideas and events.
- T2 I group my ideas together in sections.
- T3 I try not to jump backwards and forwards with my ideas.

AF5 *Vary sentences for clarity, purpose and effect*

- T1 I can write in the first person. (I, we)
- T2 I can write in the third person and not get mixed up. (she, he, they)
- T3 I can write in the past tense. (She **ran** down the road.)
- T4 I can write in the present tense. (She **is running** down the road.)

AF6 *Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences*

- T1 I nearly always use capital letters and full stops correctly.
- T2 I am able to use question marks and exclamation marks correctly most of the time.
- T3 I am starting to understand and use commas in a list correctly.

AF7 *Select appropriate and effective vocabulary*

- T1 I am able to use some 'wow' words in my writing. (suddenly, fantastic, dangerously, amazing)
- T2 I make a good choice of adjectives to match the nouns I use. (I had a **delicious** dinner.)

AF8 *Use correct spelling, handwriting and presentation*

- T1 I am able to use the four basic handwriting joins. (*f, l, o, a*)
- T2 I can spell high frequency words correctly. (they, for, because, some)
- T3 I am beginning to recognise and use spelling patterns to spell more complex words.

INFORMATION FOR PARENTS AND CARERS - TARGETS IN WRITING

Working towards Level 3c

AF1 *Write imaginative, interesting and thoughtful texts*

- T1 I am beginning to use adjectives with my nouns.
- T2 Throughout my writing, I try to keep my writing interesting and use my imagination.
- T3 I try to have at least two good ideas in the middle of my writing.
- T4 I try to build up a picture of my characters.

AF2 *Produce texts which are appropriate to task, reader and purpose*

- T1 I am beginning to develop detail in my ideas.
- T2 I try to give more detail to my characters and events.
- T3 I am able to show the important parts in my non-fiction writing.
- T4 I am sometimes able to use formal and informal language in my writing.

AF3 *Organise and present whole texts effectively, sequencing and structuring information, ideas and events*

- T1 I am beginning to use sub-headings in my non-fiction writing.
- T2 My stories show a beginning, middle and end.

AF4 *Construct paragraphs and use cohesion between paragraphs*

- T1 I am aware of and can recognise paragraphs.
- T2 I have started to group my ideas into paragraphs - not always accurately.

AF5 *Vary sentences for clarity, purpose and effect*

- T1 I can write in complete sentences that contain a subject and verb.
- T2 Some of my sentences have connectives and clauses.

AF6 *Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences*

- T1 My writing shows the correct use of capital letters, full stops, question marks and exclamation marks.
- T2 I can use commas in a list accurately.
- T3 I am beginning to use speech marks.

AF7 *Select appropriate and effective vocabulary*

- T1 I try to use a variety of words and avoid repeating the same ones.
- T2 I give objects and places their correct names. (dog/Labrador)

AF8 *Use correct spelling, handwriting and presentation*

- T1 I am able to use a dictionary to help me with my spellings.
- T2 I can use different strategies to help me spell words.
- T3 I recognise and am beginning to use spelling patterns to help me spell accurately.
- T4 I recognise and am able to use prefixes and suffixes.

Working towards Level 3b

AF1 *Write imaginative, interesting and thoughtful texts*

- T1 I am able to use a wider and more interesting range of adjectives more frequently.
- T2 My descriptions help to give the reader a clear picture of how my story is unfolding.
- T3 My writing is precise and will make sense to the reader.
- T4 I am starting to add humour or suspense to my writing.
- T5 I am able to use powerful verbs and am beginning to use adverbs.
- T6 I am beginning to write about how my characters feel.

AF2 *Produce texts which are appropriate to task, reader and purpose*

- T1 I am able to re-read my writing and identify one or two changes that need to be made.
- T2 I am able to use the correct language feature for most of my writing. (formal/informal)
- T3 I understand and am beginning to use particular structures for different types of writing. (sequenced steps, beginning /middle/end)
- T4 I can take notes and use the information when writing.

AF3 *Organise and present whole texts effectively, sequencing and structuring information, ideas and events*

- T1 My stories and non-fiction writing have sequence and order.
- T2 The ends of my stories bring everything to a conclusion.
- T3 I can put my non-fiction writing into a correct sequence.
- T4 I plan and order my stories correctly.

AF4 *Construct paragraphs and use cohesion between paragraphs*

- T1 I try to use connectives to help link paragraphs. (next, then, however)

AF5 *Vary sentences for clarity, purpose and effect*

- T1 I try to use a range of interesting ways to begin my sentences.
- T2 I can write a complete piece of writing in the first person. (I, we)
- T3 I can write a complete piece of writing in the third person. (them, they, their)
- T4 I am beginning to write complex sentences using a main and subordinate clause. (two verbs)

AF6 *Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences*

- T1 I check my work and can identify mistakes in my punctuation.
- T2 I understand and sometimes use possession apostrophes correctly. (Mary's shoes)
- T3 I generally use an apostrophe where a letter has been omitted.

AF7 *Select appropriate and effective vocabulary*

- T1 I use adverbs and adjectives to give my work interest and detail.
- T2 In my writing, I try to use new words I have discovered.

AF8 *Use correct spelling, handwriting and presentation*

- T1 I have neat, joined-up handwriting.
- T2 My letters are formed and joined correctly most of the time.
- T3 I know and use some rules and conventions in spelling. ('i before e except after c')

INFORMATION FOR PARENTS AND CARERS - TARGETS IN WRITING

Working towards Level 3a

AF1 *Write imaginative, interesting and thoughtful texts*

- T1 I am able to use a range of adjectives and adverbs in my writing.
- T2 I can write from different characters' points of view and record their feelings.
- T3 My writing can contain humour or suspense.
- T4 I use my imagination to describe places and events.

AF2 *Produce texts which are appropriate to task, reader and purpose*

- T1 I am able to choose the correct style of writing to fit the purpose. (poems, lists, letters)
- T2 In non-fiction writing, I am able to set out my viewpoint clearly to help persuade the reader.
- T3 My language feature is correct for the type of writing I am doing. (imperative verbs, persuasive, informative)
- T4 I am able to develop ideas consistently.

AF3 *Organise and present whole texts effectively, sequencing and structuring information, ideas and events*

- T1 I am able to begin my stories with a descriptive setting.
- T2 My stories have good structure with well thought out endings.
- T3 I sequence my writing correctly and group my ideas into logical order.
- T4 I am beginning to use conjunctions to link my ideas. (next, while, therefore)

AF4 *Construct paragraphs and use cohesion between paragraphs*

- T1 I generally have a good idea of how to group my work correctly into paragraphs.

AF5 *Vary sentences for clarity, purpose and effect*

- T1 I am regularly using more complex sentences with one or more subordinate clauses in them.
- T2 I try hard to put detail and interesting words into my sentences.
- T3 I am able to write in the correct tense for a piece of writing. (past, present, future)
- T4 I am starting to vary the structure and length of my sentences.

AF6 *Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences*

- T1 I can use apostrophes for two word contractions. (don't, it's)
- T2 I make accurate use of possession apostrophes.
- T3 I can use speech marks to show the words spoken by a character.

AF7 *Select appropriate and effective vocabulary*

- T1 I am able to use a wide vocabulary to help my work be interesting, informative, entertaining and appropriate.
- T2 I can use powerful verbs to add impact.

AF8 *Use correct spelling, handwriting and presentation*

- T1 I am able to use a range of strategies to spell unfamiliar words.
- T2 I have developed a consistent, neat, legible and joined handwriting style.

INFORMATION FOR PARENTS AND CARERS

TARGETS IN WRITING

Working towards Level 4c

AF1 *Write imaginative, interesting and thoughtful texts*

- T1 I can check my work and add extra description.
- T2 My settings are described in detail.
- T3 I develop action and dialogue between my characters.

AF2 *Produce texts which are appropriate to task, reader and purpose*

- T1 I can independently recognise and know when to use formal and informal language.

AF3 *Organise and present whole texts effectively, sequencing and structuring information, ideas and events*

- T1 I can use a variety of openings to my story. (dialogue, traditional, action)
- T2 I am able to set out a report like a newspaper article. (headings, sub-headings, columns)
- T3 I am able to set out clearly two sides of an argument.

AF4 *Construct paragraphs and use cohesion between paragraphs*

- T1 My work shows good use of paragraphs to group ideas or events.

AF5 *Vary sentences for clarity, purpose and effect*

- T1 My sentences show variety. (questions, direct speech, short and complex)
- T2 I can use short sentences effectively to speed up action sequences. (His words exploded.)

AF6 *Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences*

- T1 I have a good understanding of words that can be abbreviated. (etc, Rd, Mr, Dr)
- T2 I know and use the correct structure for dialogue.

AF7 *Select appropriate and effective vocabulary*

- T1 I am able to select and use specific vocabulary for a particular piece of writing.
- T2 I try to use similes and metaphors to create a powerful image.

AF8 *Use correct spelling, handwriting and presentation*

- T1 I can spell words with unstressed vowels. (vegetables, ideas, caution)
- T2 I am able to use prefixes and suffixes confidently.
- T3 I am beginning to recognise and spell homophones correctly. (hear, here)

INFORMATION FOR PARENTS AND CARERS

TARGETS IN WRITING

Working towards Level 4b

AF1 *Write imaginative, interesting and thoughtful texts*

- T1 I make my characters interesting by giving them emotions.
- T2 I try to vary my approach when writing so that I maintain the interest of the reader.
- T3 When writing, I will use information from different sources.
- T4 Sometimes my descriptions are expanded by the use of noun phrases (long, swishy tail)

AF2 *Produce texts which are appropriate to task, reader and purpose*

- T1 I am able to use formal writing for letters and complaints.
- T2 I am independently able to use the correct format for different types of writing most of the time. (instructions, arguments, letters)
- T3 I will use self, teacher and peer evaluation/comments when editing my work.
- T4 My reports and formal letters follow a time sequence.

AF3 *Organise and present whole texts effectively, sequencing and structuring information, ideas and events*

- T1 Points of view are set out clearly and precisely.
- T2 I am beginning to use 'flashbacks' or 'time shifts'.

AF4 *Construct paragraphs and use cohesion between paragraphs*

- T1 I use paragraphs to show a change in time, scene, action, mood or person.

AF5 *Vary sentences for clarity, purpose and effect*

- T1 I am able to review and reorder sentences to maximise their effect.
- T2 I am able to make good use of subordinate connectives. (if, when, because)

AF6 *Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences*

- T1 I am able to use commas and ellipses effectively. (, / ...)

AF7 *Select appropriate and effective vocabulary*

- T1 I make good use of the thesaurus.
- T2 I try to find the most precise words for a piece of text.

AF8 *Use correct spelling, handwriting and presentation*

- T1 My spelling is mostly accurate, including more complex words.
- T2 My writing is neat, legible and joined.
- T3 I can spell common homophones correctly (their/there/they're)

INFORMATION FOR PARENTS AND CARERS

TARGETS IN WRITING

Working towards Level 4a

AF1 *Write imaginative, interesting and thoughtful texts*

- T1 My character descriptions include facial expression and tone of voice.
- T2 My descriptions are expanded by the use of adverbial phrases. (very quickly a vortex appeared, slowly walking down the road)
- T3 My descriptions are expanded by the use of noun phrases. (a glimpse of silver light)
- T4 I am able to confidently use metaphors, similes and powerful verbs.
- T5 The dialogue I use between characters helps to develop their relationship.
- T6 Any viewpoints expressed are consistent with the character I am writing about.

AF2 *Produce texts which are appropriate to task, reader and purpose*

- T1 When writing, I am very aware of the audience who will be reading my work and I try to maintain their interest.
- T2 I try to present a balance when writing from different viewpoints.
- T3 I can use a wide range of imperative verbs effectively. (decrease, conserve, shred)
- T4 I am consistently able to use the correct format for different types of writing (instructions, arguments, letters).

AF3 *Organise and present whole texts effectively, sequencing and structuring information, ideas and events*

- T1 I am able to present points of view in a precise, consistent and persuasive manner.
- T2 Opening and closing sentences and statements in my writing help to link ideas effectively.

AF4 *Construct paragraphs and use cohesion between paragraphs*

- T1 I am able to use paragraphs regularly and consistently.
- T2 My paragraphs have a main idea that is then elaborated upon.
- T3 I make good use of time connectives. (next, firstly, meanwhile)

AF5 *Vary sentences for clarity, purpose and effect*

- T1 I understand how to make effective use of a variety of sentence and phrase lengths to ensure impact. (complex sentences for description, short sentences to create tension)

AF6 *Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences*

- T1 I can use the correct punctuation to clarify meaning in sentences.
- T2 I understand and am beginning to use a range of punctuation correctly. (ellipses, hyphens, brackets, colons, semi-colons)

AF7 *Select appropriate and effective vocabulary*

- T1 I use powerful verbs effectively to add tension and to deepen readers' understanding.
- T2 I am able to develop distinctive vocabulary or dialect for a character.

AF8 *Use correct spelling, handwriting and presentation*

- T1 I am able to use a precise range of strategies to spell most words correctly.
- T2 I am sometimes able to use different handwriting styles for different purposes in a range of media.
- T3 I have a consistent, personal and legible handwriting style.

INFORMATION FOR PARENTS AND CARERS

TARGETS IN WRITING

Working towards Level 5c

AF1 *Write imaginative, interesting and thoughtful texts*

- T1 My ideas and material are developed through imaginative detail.
- T2 I am able to show feelings through the images I develop rather than a direct statement ('show' not 'tell' sentences). (The girl was unhappy. / Sadness was in her eyes while her lips quivered.)
- T3 Through the pace and the settings in my writing, I am able to create mood and atmosphere.
- T4 My characters' dialogue and reported speech help to move my story on.
- T5 I understand that viewpoints need to be consistent and I am beginning to do this in my writing.

AF2 *Produce texts which are appropriate to task, reader and purpose*

- T1 I select and use the appropriate language and presentational features to clearly establish context and purpose.
- T2 I am able to adapt my writing to suit a particular audience. (instructions for child/adult)
- T3 I am beginning to use literacy features effectively in my writing. (personification, alliteration, idioms)

AF3 *Organise and present whole texts effectively, sequencing and structuring information, ideas and events*

- T1 I can structure my writing appropriately in a range of genres.
- T2 I am able to use a range of techniques to engage the reader.
- T3 I am able to choose appropriately between standard English, colloquialism or dialect, according to the formality of the writing.

AF4 *Construct paragraphs and use cohesion between paragraphs*

- T1 My writing is organised into a planned and coherent series of paragraphs.
- T2 I am able to use at least three different constructions to begin my sentences.
- T3 I can use a wide and varied range of connectives.

AF5 *Vary sentences for clarity, purpose and effect*

- T1 I can use a wide range of connectives to clarify the relationship between ideas. (furthermore, nevertheless, on the other hand)
- T2 I can position a clause to achieve a specific effect. (The boy ran down the road in a desperate hurry. / In a desperate hurry, the boy ran down the road.)

AF6 *Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences*

- T1 I use a full range of punctuation appropriately.

AF7 *Select appropriate and effective vocabulary*

- T1 I am able to use precise and adventurous vocabulary for effect.

AF8 *Use correct spelling, handwriting and presentation*

- T1 I am able to use a range of styles of handwriting for different purposes.

INFORMATION FOR PARENTS AND CARERS

TARGETS IN WRITING

Working towards Level 5b

AF1 *Write imaginative, interesting and thoughtful texts*

- T1 I am able to weave dialogue, action and description through my stories.
- T2 Through careful selection of words and sentence structure, I am able to avoid repetition and superfluous statements.
- T3 When writing non-fiction, I am confident in the structure and information I need to convey.
- T4 I am beginning to elaborate upon my viewpoints.

AF2 *Produce texts which are appropriate to task, reader and purpose*

- T1 I can use flashbacks and time shifts confidently in my narrative writing, signalling them clearly.
- T2 I am beginning to create subordinate plots to be woven into my main plot.

AF3 *Organise and present whole texts effectively, sequencing and structuring information, ideas and events*

- T1 In my non-chronological writing, I introduce, develop and conclude paragraphs appropriately.
- T2 In my closing statements, I am able to refer back to the starting points.

AF4 *Construct paragraphs and use cohesion between paragraphs*

- T1 My paragraphs are varied in length and structure.
- T2 My final paragraphs offer an appropriate summary and/or appeal to the reader.

AF5 *Vary sentences for clarity, purpose and effect*

- T1 I am able to use modal verbs in sentences. (the girl **should** be, **would** be, **could** be)

AF6 *Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences*

- T1 I use a full range of punctuation to convey and clarify meaning.
- T2 I use punctuation for effect. (No! Stop!)

AF7 *Select appropriate and effective vocabulary*

- T1 My writing includes a range of figurative language to enhance narrative.

AF8 *Use correct spelling, handwriting and presentation*

- T1 -

INFORMATION FOR PARENTS AND CARERS

TARGETS IN WRITING

Working towards Level 5a

AF1 *Write imaginative, interesting and thoughtful texts*

- T1 I can elaborate on various viewpoints whilst maintaining consistency.
- T2 I can gather ideas and material and make the most appropriate and effective choice from them.
- T3 I maintain the appropriate writing style in a range of genres.

AF2 *Produce texts which are appropriate to task, reader and purpose*

- T1 I make effective use of flashbacks and time shifts in my narrative writing.
- T2 My choice of vocabulary is both precise and effective for the context in which I am writing.

AF3 *Organise and present whole texts effectively, sequencing and structuring information, ideas and events*

- T1 I can show links between my paragraphs.

AF4 *Construct paragraphs and use cohesion between paragraphs*

- T1 The beginning and end of my paragraphs make logical links to each other. (The opening sentence refers back to the previous paragraph's content.)

AF5 *Vary sentences for clarity, purpose and effect*

- T1 I can use embedded subordinate clauses for economy of expression.

AF6 *Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences*

- T1 I am confident in using a full range of punctuation effectively.

AF7 *Select appropriate and effective vocabulary*

- T1 I have chosen vocabulary purposefully so as to sustain interest.

AF8 *Use correct spelling, handwriting and presentation*

- T1 I am a confident and accurate speller of easy, unfamiliar and complex words.