

Barkisland CE VA Primary School



Writing Targets

Stage 3



Wicked Writing

W1. I can identify, name and use key features of a range of text types.						
W2. I can discuss my ideas with others which helps me to plan my writing.						
W3. I plan my writing in a variety of ways <i>e.g. spidergram, bullet points, lists</i>						
W4. I can use a balance of direct (<i>e.g. "What is the matter with your hand?" asked Mark.</i>) and reported speech in my writing (<i>e.g. The man said it was going to rain.</i>)						
W5. I can use paragraphing in narrative for a new location in a story.						
W6. I can use headings and sub-headings to organise my writing.						
W7. I can group similar information together in paragraphs in non-fiction writing.						
W8. I can use appropriate layouts for my non fiction work.						
W9. I build up a solid picture of the main characters in my story.						
W10. By taking time to develop characters and events in my stories I know that I do not move too quickly from one thing to another.						
W11. My setting descriptions build up a clear picture in the reader's mind.						
W12. I ensure that my descriptions have just the right amount of detail to help the reader gain a better understanding of the way the story is unfolding.						
W13. I organise my stories so that there is a clear beginning, middle and end.						
W14. I keep my writing interesting throughout and am not tempted to look for a quick way to finish it.						
W15. I am able to work out which are the most important points and can include these in my work						
W16. I can edit my own and other writing improving grammar and vocabulary.						
W17. I can spot my own and others' spelling and punctuation errors.						
W18. I can write sentences read to me by my teacher.						

Handy Handwriting

H1. I can use horizontal and diagonal strokes needed to join letters						
H2. I understand which letters are best left unjoined.						
H3. My handwriting is easy to read and is consistent in size and spacing.						
H4. I know that capital letters should not be joined.						

Great Grammar and Wonderful Words

G1. I can name consonants and vowels.						
G2. I use a or an correctly in my writing e.g. An elephant, an object, an interesting word. A train, a good time to eat, a big tidal wave.						
G3. I can use conjunctions for time, place & cause e.g. when, before, after, while, so, because.						
G4. I can use adverbs for time, place & cause e.g. then, next, soon, therefore.						
G5. I can use prepositions for time, place & cause e.g. before, after, during, in, because.						
G6. I can use the present perfect tense and know when it is appropriate to do so e.g. He has gone out to play.						
G7. I can use the correct tenses in my writing.						
G8. I can extend my sentences by using clauses e.g. It was a beautiful day because the rain had stopped .						
G9. I use a range of sentence structures in my work e.g. long sentences to add description or information and short sentences for emphasis and making key points.						
G10. I can use adverb starters to add detail e.g. carefully, she crawled along the floor of the cave... Amazingly, small insects can...						
G11. I can use powerful words in my writing e.g. stare, tremble, slither						
G12. I can use boastful language e.g. magnificent, unbelievable, exciting						
G13. I vary my use of vocab to make my writing more interesting.						

Perfect Punctuation

P1. I can use inverted commas (speech marks) to mark direct speech.						
P2. I use speech punctuation properly e.g. "Come here!" shouted Mum. "Where are you going?" asked the teacher.						
P3. I use commas to separate phrases or clauses within a sentence.						
P4. I use apostrophes correctly e.g. can't, won't, couldn't, she's, the dog's bone, the car's alarm went off in the street						
P5. I can use ellipses to keep the reader hanging on e.g. All of a sudden all went quiet ...						

Super Spelling

S1. I can spell words with additional suffixes and understand how to add them to root words. (-ing, ed, er)						
S2. I can spell words with /i/ sound spelt as <u>y</u> elsewhere than at the end of words (myth, gym)						
S3. I can spell words with /u/ sound spelt as <u>ou</u> (eg touch, young)						
S4. I can use the prefixes: dis-, mis-, in-, re-, sub-, inter-, super-, anti-, auto-						
S5. I can spell words using the suffix -ly added to adjectives to form adverbs (sadly, usually)						
S6. I can spell words ending in -sure/-ture						
S7. I can spell words with the /sh/ sound spelt as <u>ch</u> (machine)						
S8. I can spell words with the /ai/ sound spelt as <u>ei</u> , <u>eigh</u> , <u>ey</u> (vein, weigh, obey)						
S9. I can spell and use correctly a range of homophones and near-homophones						
S10. I can use the first two or three letters of a word to check its spelling in a dictionary.						
S11. I can investigate word families.						
S12. I can spell some of the words on the Year 3/4 list and apply these to my writing.						
S13. I have a good attitude towards spelling <i>e.g. I learn my spellings, I try my best at spelling</i>						
S14. I try hard to apply my spellings to my writing						
S15. I can identify spelling errors and edit where needed.						

Terminology

preposition, conjunction, word family, prefix, suffix
 clause, subordinate clause, direct speech, consonant,
 consonant letter vowel, vowel letter, inverted commas
 (or 'speech marks')