

Barkisland CE VA Primary School



Writing Targets

Stage 6



Wicked Writing

W1. I make appropriate choices between standard English, colloquialism or dialect according to the formality of the writing.						
W2. I can write for a range of purposes and audiences showing a secure grasp of genre.						
W3. In narratives I can describe settings e.g. through descriptive noun phrases						
W4. In narratives I can describe characters e.g. through actions, reactions and relationships with others. <i>Ana's mother stroked her back. Determined to escape...</i>						
W5. I integrate dialogue to convey character and advance the action in stories e.g. <i>Why weren't they answering? Didn't they want to see me?</i>						
W6. In my writing I can produce internally coherent paragraphs in a logical sequence.						
W7. I can record my ideas, drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness.						
W8. In my narrative, I can use references to the start of the story to signal a change at the end of the story.						
W9. In my narrative writing I can create atmosphere e.g. <i>One spooky night; trudging through the misty, murky moors</i>						
W10. I use sentence variation to contribute to the effectiveness of my writing (links closely to G9, G10 & G11)						
W11. I can précis longer passages, identifying key ideas and putting them into my own words.						
W12. I can use a full range of organisational, presentational and cohesive devices to structure my writing and guide the reader e.g. <i>pose questions as heading or sub-headings, integrate diagrams, charts or graphs; link closing to opening.</i>						
W13. I can evaluate mine and other's writing.						
W14. I can edit my work by identifying aspects for alteration linked to previous and recent teaching.						
W15. I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in mine and others' writing.						

Handy Handwriting

H1. My style of writing is consistently neat, legible and joined where appropriate.						
H2. I use different styles of handwriting for different purposes with a range of media, developing a consistent and personal style.						
H4. I know when to use an unjoined style of handwriting e.g. labelling a diagram, writing and email address, for algebra or filling in a form.						

Great Grammar and Wonderful Words

G1. I can choose the appropriate voice within my writing: <i>We are going to watch a movie tonight</i> (active) <i>A movie is going to be watched by use tonight</i> ; <i>But the disgusting hags were no where to be seen</i> (Passive)						
G2. I can link my ideas across paragraphs using a wider range of cohesive devises such as: <i>repetition of a word/phrase and the use of adverbials: Right now; It was all fine at first; Soon enough; By now. Using -ing verbs: Switching...; Attending...; reading; visualizing; meeting</i>						
G3. I can use subjunctive forms in my formal writing e.g. <i>If I were...</i>						
G4. I can use a range of figurative language in my writing e.g. <i>alliteration, metaphors, similes, idioms, onomatopoeia, hyperbole, clichés.</i>						
G5. I can choose the appropriate register in my writing (formal/informal) e.g. <i>Informal: He grabbed the biscuits and ran for it. Formal: Nobody survives a drowning in an Atlantic storm</i>						
G6. I can use stage directions in speech (speech + verb=action) e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i>						
G7. I use precise and adventurous vocabulary for effect.						
G9. I can use a wide range of clauses: embedded clauses beginning with <i>who, which, that</i> or with <i>e.g. The ferocious dog, who was trying to scare away the burglars, barked noisily through the hole in the fence.</i>						
G10 I can use a wide range of clauses: subordinate clauses e.g. <i>Before she knew it, there were...; Anabeth sat next to her father, thinking about the picture and where it would be.</i>						
G11.I can use a wide range of clauses: main clauses e.g. <i>My parent's room's door creaked and I bolted down the stairs.; With their pink satin and silky ribbons, these shoes have been around since 1795.</i>						
G12. I can use appropriate grammar and vocabulary and can make choices to change and enhance meaning e.g. <i>choose the most appropriate word from a range of synonyms or newly acquired subject specialist vocabulary.</i>						
G13. I can write using tense consistently and correctly throughout.						
G14. I can use coordinating (FANBOYS) and subordinating conjunctions e.g. <i>if, although, because, unless, until, however, when</i>						
G15. I can use modal verbs (could, would, will, might, must) accurately e.g. <i>What could she do now? Should I risk my life? Some may say...</i>						
G16. I can use adverbial phrases e.g. <i>Beyond the dark gloom; as fast as he could; The mysterious creature was roaring with rage.</i>						
G17. I can use expanded noun phrases e.g. <i>A grotesque creature, with an enormous, furry body and a tiny head.</i>						
G18. I can use prepositional phrases e.g. <i>All through the night the ferocious dog barked noisily. Without a paddle, Toby desperately tried to make it to shore.</i>						
G19. I can use adverbs for a range of purposes e.g. <i>time, place, position, frequency, precision</i>						

Super Spelling

S1. I can spell words with endings which sound like /shus/ spelt -cious or -tious (vicious, infectious)						
S2. I can spell words with endings which sound like /shul/ spelt -cial or -tial (special, confidential)						
S3. I can spell words using the hyphen (co-own, re-enter)						
S4. I can spell most the words on the Year 5/6 list and apply these to my writing.						
S5. I have a good attitude towards spelling e.g. <i>I learn my spellings, I try my best at spelling</i>						
S6. I try hard to apply my spellings to my writing						
S7. I can identify spelling errors and edit where needed.						
S8. I can use a dictionary to help me spell more ambitious vocabulary						

Perfect Punctuation

P1. I can use hyphens to avoid ambiguity e.g. <i>man-eating snake</i>						
P2. I can punctuate direct speech correctly						
P3. I use ellipses in order to create greater clarity and effect in my writing e.g. <i>Had he been seen...? Or so I thought...</i>						
P4. I can use a colon to introduce a list.						
P5. I can use the dash to mark the boundary between independent clauses e.g. <i>I wasn't just physically lost: I had no one - I had nothing. They explained that she needed only a few more inches to reach the toaster - but tragically those inches cost her her life!</i>						
P6. I can use a colon to mark the boundary between independent clauses e.g. <i>Life is like a puzzle: half the fun is in trying to work it out.</i>						
P7. I can use a semi-colon for a list and to mark the boundary between independent clauses e.g. <i>Everything was fine; it all seemed so calm.</i>						
P8. I can use punctuation for parenthesis e.g. <i>brackets, dashes, commas. She was discovered a mile or so out from Boat Cove, lying on the sand, surrounded by seaweed and cowrie shells.</i>						
P9. I can use commas for clarity e.g. <i>I gave a little smile, and began to dance. Let's eat, Grandma.</i>						

Terminology

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, clause, phrase, cohesion