

# 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 e.g. spidergram, bullet points, lists						
W4. I can use a balance of direct (e.g. "What is the matter with your hand?" asked Mark.) and reported speech in my writing (e.g. The man said it was going to rain.)						
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 <b>a</b> or <b>an</b> 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 <b>because the rain had stopped</b> .						
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')