

	TARGETS	SEEN	SECURE
	Spelling		
1	I can distinguish between homophones and other words, which are often confused.		
2	I can spell most words correctly from the Y5/6 word list.		
3	I understand that the spelling of some words need to be learnt specifically.		
4	I can use a range of spelling strategies.		
5	I can write from memory a simple sentence dictated by the teacher.		
6	I can use any dictionary or thesaurus.		
	Handwriting		
7	I can increase the legibility, consistency and quality of my handwriting.		
8	I can maintain legibility in joined handwriting when writing at speed, by using the diagonal and horizontal strokes that are needed to join letters and understand which letters are left unjoined.		
	Composition (Plan, Draft, Evaluate and Edit)		
	Plan		
9	I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own		
10	I can plan and develop initial ideas, drawing on reading and research where necessary.		
	Draft		
11	I can write effectively for a range of purposes, selecting appropriate grammar for a narrative and understand how such choices can change and enhance meaning.		
12	I can write effectively for a range of purposes, selecting appropriate vocabulary for a narrative and understand how such choices can change and enhance meaning.		
GD1	I can write effectively for a range of purposes and audiences selecting appropriate form and drawing independently on what I have read as models for my writing. eg. Literary language, characterisation, structure.		
13	I can describe settings, character and atmosphere in narratives.		
GD2	I can control complex sentences, manipulating the clauses to achieve specific effects.		
14	I can integrate dialogue to convey character and advance the action in narratives.		
15	I can identify the difference between vocabulary of informal speech and vocabulary appropriate for formal speech and writing eg. Find out/discover ask for/request go in/enter.		

Y6 Writing Targets		Page 2	
GD3	I can use an assured and conscious control over levels of formality, particularly through the manipulation of grammar and vocabulary.		
	Evaluate and Edit		
16	I can assess the effectiveness of my own and others' writing		
17	I can propose changes to vocabulary and grammar and punctuation to enhance effects and clarify meaning.		
18	I can ensure the consistent use of tense throughout a piece of writing.		
19	I can proof-read for spelling and punctuation errors.		
	Vocabulary, Grammar and Punctuation		
	Word		
20	I can understand the difference between vocabulary typical of informal and formal speech. eg. find out-discover ask for-request		
21	I understand how words are related by meaning as synonyms and antonyms		
	Sentence structure		
22	I can use the passive verbs to affect how information is presented.		
23	I can use modal verbs to affect degrees of possibility		
	Text structure		
24	I can use cohesive devices to link ideas. eg. repetition, adverbials, ellipsis		
25	I can use a range of layout devices eg. Headings, sub-headings, columns, bullets or tables to structure non-fiction texts.		
	Punctuation		
26	I can use the semi-colon, colon and dash to mark the boundary between independent clauses. eg. It's raining; I'm fed up.		
27	I can use the semi-colon within lists.		
28	I can use bullet points to list information.		
29	I know how to use a hyphen to avoid ambiguity, eg. Man eating shark vs Man-eating shark or recover vs re-cover.		
GD4	I can use the range of punctuation taught at Key Stage 2 correctly and when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.		
	Key Terminology		
	subject, and object passive and active synonym and antonym ellipsis and hyphen colon, semi-colon and bullet points		