

Effect

E21) I use features of a given style to ensure that the style of writing is evident.

E20) I consider the needs of the reader and provide background information in my writing.

E19) My writing gives insights into characters by describing not telling how characters look, react, talk, behave

E18) I include labelled diagrams which support information in my non-fiction writing.

E17) I give details of character through description, action & dialogue.

E16) Some evidence of viewpoint is established.

E15) I develop characters using descriptions of small details including the use of similes.

E14) I describe settings using small details of time, place & mood, including the use of similes.

E13) I include details to add humour, surprise or suspense to my writing.



Writing Targets DICK KING-SMITH



Vocabulary

V12) I include details to add interest to persuade (obviously) or to direct (imperative verbs).

V11) I choose words & phrases that engage the reader & support the purpose (may be known from text examples or class lists).

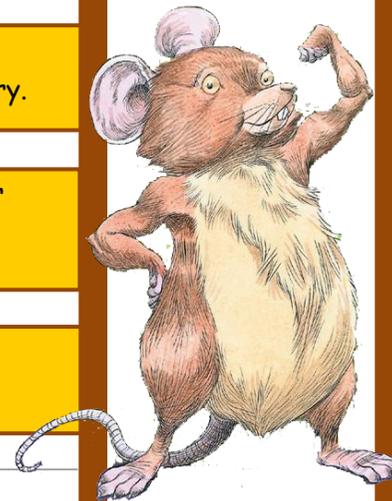
V10) I use knowledge of root words to develop different parts of speech within my writing.

V9) I correctly use nouns adopted by prefixes in my writing, e.g. super-, anti-, auto -

V8) I use a varied and rich appropriately applied vocabulary.

V7) I modify nouns by one or more precise adjectives, e.g. a loud wailing sound.

V6) I use detail to clarify information.



Structure

S23) My writing flows within paragraphs by using adverbs and conjunctions, e.g. secondly, in addition, furthermore.

S22) I use a variety of sentence structures.

S21) My paragraphs have relevant openings.

S20) In non-fiction, I write a clear introduction followed by logical points with a defined conclusion.

S19) I use paragraphing in narrative writing to signal a new location, time, event or character in a story.

S18) I write a sentence which gives a clue about what the rest of the paragraph will be about.

S17) My paragraphs develop detail about my event over 4 or 5 sentences.

S16) I use paragraphs to show a change of topic in narrative writing.

S15) I use appropriate headings & sub-headings to guide the reader in non-fiction writing.

S14) I group similar information together in paragraphs in non-fiction writing.

Grammar

G25) I choose appropriate pronouns to avoid repetition of nouns.

G24) I write complex sentences to clarify when an event happened, e.g. meanwhile, before, until, following.

G23) I write direct speech using inverted commas.

G22) I correctly choose 'a' or 'an' depending on whether the next word begins with a consonant or vowel.

G21) I write a sentence where more information is given about an idea.

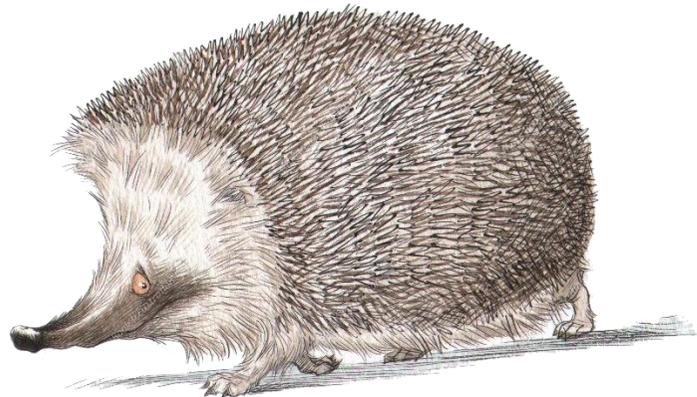
G20) I use developed fronted adverbials as sentence openers, e.g. Later that day...

G19) I correctly use apostrophes to show possession (singular), e.g. the dog's bone.

G18) I use causal conjunctions to explain reasons, e.g. so, therefore, because, due to, if, however.



Writing Targets DICK KING-SMITH



Grammar

G33) I use pronouns carefully so that it is clear to which nouns they refer.

G32) I use the present perfect form of verbs, e.g. He has gone (instead of He went).

G31) I end direct speech with a , . ? or ! before closing inverted commas.

G30) I use correct Standard English in my writing, e.g. verbs: I was/We were, I did/ I have done.

G29) I expand noun phrases with modifying adjectives, nouns & prepositions, e.g. strict maths teacher with curly hair.

G28) I correctly use apostrophes to show possession by singular and plural owners, e.g. Harry's pen, the girls' bathroom.

G27) I use commas after fronted adverbials.

G26) I write complex sentences to clarify where a person or object is in relation to something else.

Effect

E32) I tightly control my writing, sustaining its effectiveness throughout the text.

E31) I establish a convincing individual voice or point of view and sustain this in narrative and non-fiction writing.

E30) I write succinctly when appropriate but expand and develop in greater detail when required.

E29) Writing is well constructed & shows a secure grasp of chosen genre, language features & structure.

E28) I create deliberate atmosphere and mood through descriptions of settings & characters.

E27) My writing is consistently well paced according to the events that take place.

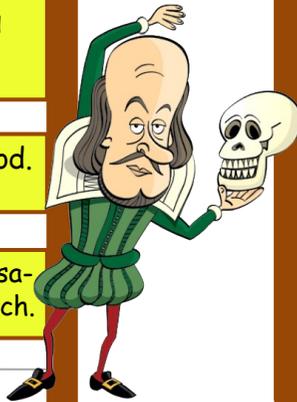
E26) I identify my audience, select appropriate vocabulary and use correct formality and tone.

E25) I use dialogue to move my story forward.

E24) I include some significant interaction between characters to move the story forward through action, description and character's responses.

E23) I set the scene to create mood.

E22) I confidently develop characterisation through direct and reported speech.



Vocabulary

V23) I apply a range of advanced vocabulary to create specific effects, e.g. alliteration, rhythm, repetition.

V22) I select specific vocabulary understanding how it can subtly alter and enhance meaning.

V21) I apply technical and specific language in a range of non-fiction writing.

V20) I use expressive & figurative language, e.g. metaphor & personification to create a setting & atmosphere.

V19) I use expanded noun phrases to convey complicated information precisely.

V18) I use adverbs and modal verbs to show degrees of possibility, e.g. might, should, will, must, perhaps, surely.

V17) I develop detail and description using the 5 senses.

V16) I can develop characterisation using specific vocabulary choices & selective use of non-standard language.

V15) I choose precise words for deliberate effect e.g. stationary rather than stopped.

V14) I correctly apply verb prefixes, e.g. dis-, de-, mis-, over-, re- and use these in my writing.

V13) I convert nouns or adjectives into verbs using suffixes, e.g. -ise, -ify, and use these in my writing.

Writing Targets William Shakespeare



Grammar

G40) I use brackets, dashes or commas to indicate parenthesis.

G39) I use bullet points correctly.

G38) I use commas to separate clauses and phrases, clarify meaning and avoid ambiguity.

G37) I use relative clauses beginning with: who, which, where, when, whose and that.

G36) I use a colon to introduce a list.

G35) I connect words using a hyphen to create a single image, e.g. man-eating shark.

G34) I consistently use the correct tense throughout a piece of writing.

Structure

S31) I apply knowledge of text structure & content to decide when to use organisational devices, e.g. short and long paragraphs, quotations.

S30) In non-fiction writing, my paragraphs have an intro sentence, then approximately 3 points. Each point may involve 2+ sentences, the use of examples & connectives.

S29) I use adverbials in narrative writing to link time, place and number across paragraphs, e.g. Harry spent so long ...

S28) I make links between paragraphs in non-fiction writing using a range of devices, e.g. As mentioned previously ...

S27) I use shifts in time & place to shape a story & guide the reader through the text: e.g. introducing a new section to draw attention to a main event.

S26) I use a variety of ways to link ideas in & across paragraphs e.g. pronouns, causal conjunctions, synonyms, adverbials & determiners.

S25) I achieve cohesion in paragraphs by using adverbials & conjunctions, e.g. Nearby, Furthermore.

S24) I use a 5 paragraph structure: beginning, build up, conflict, resolution and ending.

Writing Targets William Shakespeare

Structure

S38) I control when to reveal insight about a character or situation.

S37) I manipulate the reader's understanding of a character through use of internal monologues.

S36) I am beginning to vary the structure of paragraphs for effect on the reader.

S35) I can demonstrate a range of techniques to signal overall direction of the text for the reader.

S34) I refer back to previous points to deepen meaning and manipulate the reader.

S33) I manipulate the reader through the use of time shifts and flashbacks.

S32) In narrative, I use references to the start of the story to signal a change at the end of the story.



Grammar

G47) I control active and passive verb forms to discuss events.

G46) I deliberately place adverbs and adverbial phrases to manipulate the reader.

G45) I consistently use a full range of accurate punctuation in a variety of sentence structures.

G44) I use semi-colons, colons or dashes to mark boundaries between independent clauses.

G43) I use ellipsis selectively to build cohesion across paragraphs.

G42) I use semi-colons after a colon to separate unconnected items in a list, or when a comma is used within an item description.

G41) I recognise vocabulary and structures which are appropriate for formal speech and writing.

