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Year 6

Writing Targets

Name _____

	Child Speak Target		Greater Depth Target	
Transcription				
K	<i>I add prefixes and suffixes using the rules we have worked on in class.</i>		<i>I use and apply prefixes and suffixes using the rules we have worked on in class.</i>	
K	<i>I can spell some words that include silent letters, such as knight, psalm and solemn.</i>		<i>I can spell more words that include silent letters independently, such as knight, psalm and solemn.</i>	
K	<i>I know some words that sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').</i>		<i>I know a range of words that sound the same but are spelled differently and can confidently point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').</i>	
	<i>I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.</i>		<i>I confidently apply the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.</i>	
	<i>I use a dictionary to check how words are spelled and what words mean.</i>		<i>I use a dictionary accurately to check how words are spelled and what words mean.</i>	
K	<i>I use the first three or four letters of a word to quickly find it in a dictionary.</i>		<i>I use the first four letters of a word to quickly find it in a dictionary independently</i>	
	<i>I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.</i>		<i>I use a thesaurus to confidently improve my vocabulary use, using a wider set of different words in my text.</i>	
Handwriting				
K	<i>I make sure others can read my handwriting and decide whether or not to join specific letters.</i>		<i>I make sure others can read my handwriting and confidently decide whether or not to join specific letters.</i>	
	<i>I choose the writing tool that is best suited for a task.</i>		<i>I consistently choose the writing tool that is best suited for a task.</i>	
Composition				
K	<i>I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.</i>		<i>I plan the structure of my writing by accurately identifying the audience for my text and the purpose of the writing.</i>	
	<i>I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</i>		<i>I plan my writing independently by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</i>	
	<i>I plan my writing by considering how other authors have developed characters and settings.</i>		<i>I plan my writing by considering in detail how other authors have developed characters and settings.</i>	
K	<i>I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i>		<i>I draft and write by always selecting the most appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i>	
	<i>I review my work to further describe and develop settings, characters and the narrative atmosphere.</i>		<i>I review my work to creatively describe and develop settings, characters and the narrative atmosphere.</i>	
	<i>I can precis a longer passage to create a short text with the same meaning.</i>		<i>I can precis a longer passage independently to create a short text with the same meaning.</i>	
K	<i>I use themes and details across my texts to help link paragraphs together into a flow of text.</i>		<i>I confidently apply a wider range of themes and details across my texts to help link paragraphs together into a flow of text.</i>	
K	<i>I use headings, bullet points and underlining to structure and guide a reader through my</i>		<i>I apply headings, bullet points and underlining independently to structure and guide a reader through</i>	

	<i>writing.</i>		<i>my writing.</i>	
	<i>I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.</i>		<i>I confidently evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.</i>	
K	<i>I evaluate and edit my texts to enhance and clarify what I write by proposing changes to vocabulary, sentence structure, grammar and punctuation.</i>		<i>I evaluate and independently edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.</i>	
K	<i>I ensure I use the consistent and correct use of tense throughout a piece of writing.</i>		<i>I always ensure I use the consistent and correct use of tense throughout a piece of writing.</i>	
K	<i>I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.</i>		<i>I independently edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.</i>	
K	<i>I proof-read my work to correct spelling and punctuation mistakes.</i>		<i>I accurately proof-read my work to correct spelling and punctuation mistakes.</i>	
	<i>I read aloud my own work so the meaning is clear, fluent and flows correctly.</i>		<i>I confidently read aloud my own work so the meaning is clear, fluent and flows correctly.</i>	
Vocabulary Grammar Punctuation				
K	<i>I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.</i>		<i>I use hyphens confidently to ensure the reader understands exactly what I mean. For example- man eating shark is not the same as man-eating shark.</i>	
K	<i>I can write out formal speech or texts using appropriate vocabulary.</i>		<i>I can write out formal speech or texts applying a wider range of appropriate vocabulary.</i>	
K	<i>I use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.</i>		<i>I independently use a range of passive verbs to affect the focus of information in a sentence - for example: I can change 'Sam repaired the car' into 'The car was repaired by Sam'.</i>	
	<i>I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).</i>		<i>I know many words have similar meanings (synonyms) and others have opposite meanings (antonyms) and I choose the most suitable word for its effect.</i>	
K	<i>I link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.</i>		<i>I independently link ideas fluently across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.</i>	
K	<i>I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.</i>		<i>I structure my work with appropriate headings, sub-headings, columns, bullets, or tables independently across a range of styles and subjects.</i>	
K	<i>I mark out separate clauses in a sentence by using a semi-colon or colon.</i>		<i>I can confidently mark out separate clauses in a sentence by using a semi-colon or colon.</i>	
K	<i>I use a colon to indicate the beginning of a list.</i>		<i>Independently, I use a colon to indicate the beginning of a list</i>	
K	<i>I use bullet points accurately when constructing a list.</i>		<i>Independently, I use bullet points accurately when constructing a list.</i>	
	<i>I can talk about my work using the learning from my Year 6 grammar list.</i>		<i>I can talk about my work using the learning from my Year 6 grammar list in greater depth.</i>	

WRITING Key Stage 3 Year 7,8,9

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 3 Y7,8,9	Composition			
KS 3 Y7,8,9	Composition	Write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, including well structured formal expository and narrative essays.		
KS 3 Y7,8,9	Composition	Write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, including stories, scripts, poetry and other imaginative writing.		
KS 3 Y7,8,9	Composition	Write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, including notes and polished scripts for talks and presentations.		
KS 3 Y7,8,9	Composition	Write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, including a range of narrative and non-narrative texts, including arguments, and personal and formal letters.		
KS 3 Y7,8,9	Composition	Write accurately, fluently, effectively and at length for pleasure and information through summarising and organising material, and supporting ideas and arguments with any necessary factual detail.		
KS 3 Y7,8,9	Composition	Write accurately, fluently, effectively and at length for pleasure and information through applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.		
KS 3 Y7,8,9	Composition	Write accurately, fluently, effectively and at length for pleasure and information through drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.		
KS 3 Y7,8,9	Composition	Plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended.		
KS 3 Y7,8,9	Composition	Plan, draft, edit and proof-read through amending the vocabulary, grammar, punctuations and structure of their writing to improve its coherence and overall effectiveness.		
KS 3 Y7,8,9	Composition	Plan, draft, edit and proof-read through paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in Appendix 1 to the KS1 and KS2 programmes of study.		
KS 3 Y7,8,9	Vocabulary Grammar Punctuation			

KS 3 Y7,8,9	Vocabulary Grammar Punctuation	Consolidate and build their knowledge of grammar and vocabulary through extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts.		
KS 3 Y7,8,9	Vocabulary Grammar Punctuation	Consolidate and build their knowledge of grammar and vocabulary through studying the effectiveness and impact of the grammatical features of the texts they read.		
KS 3 Y7,8,9	Vocabulary Grammar Punctuation	Consolidate and build their knowledge of grammar and vocabulary through drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.		
KS 3 Y7,8,9	Vocabulary Grammar Punctuation	Consolidate and build their knowledge of grammar and vocabulary through knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.		
KS 3 Y7,8,9	Vocabulary Grammar Punctuation	Consolidate and build their knowledge of grammar and vocabulary through using Standard English confidently in their own writing and speech.		
KS 3 Y7,8,9	Vocabulary Grammar Punctuation	Consolidate and build their knowledge of grammar and vocabulary through discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.		