

Yorkmead Writing Targets		Stage 4	Aut 1	Aut	Spr 1	Spr 2	Sum	Sum									
Name:		Class:															
Spelling																	
•	I can spell and use further prefixes (il-,ir-, re-, sub-, inter-, anti-, auto-) (List 1)																
•	I can spell and use further suffixes (-ly, -ation, -ous,) (List 2)																
•	I can spell correctly most words which are often misspelt (List 3 - Statutory List for Y3 & 4))																
KPI	I can write simple sentences from memory, dictated by the teacher, including words and punctuation taught so far																
Handwriting																	
KPI	I can use joined-up handwriting throughout most of my writing																
Writing Composition																	
•	I can plan my writing to fit a range of purposes using features of texts I am familiar with																
•	I can continue to draft and re-read my work to check it is clear																
•	I can choose varied and rich vocabulary most of the time																
•	I can use a range of sentences in my writing most of the time (predominantly compound and complex sentences as well as using short sentences for specific effect, e.g. building tension)																
KPI	I can confidently use paragraphs most of the time to order events, to group information and for a new speaker in dialogue																
KPI	I can describe settings in detail, e.g. referring to the senses																
KPI	I can describe characters in detail e.g. use show-not-tell																
KPI	I can write a story with a clear structure which includes a beginning, development, problem and resolution																
•	I can use headings and sub-headings to organise the content of my writing making sure that the content matches the headings																
•	I can include a range of factual information to engage the reader in non-fiction texts																
•	I can mostly edit and improve my writing by making changes to sentence structures and vocabulary																
•	I can proof-read and confidently make changes to improve punctuation and spelling errors most of the time																
Vocabulary, Grammar and Punctuation																	
KPI	I can accurately use and punctuate fronted adverbials to show time, place and cause																
•	I can use subordinate conjunctions to open or extend sentences (when, as, while, before, after, since, if, because, although)																
•	I can use prepositions to open or extend sentences																
•	I can use adverbs to show time and place																
•	I can consistently and correctly use Standard English, e.g. the correct tense and verb forms (e.g. I was/We were) and colloquialisms in dialogue																
•	I can confidently use the perfect form of verbs instead of the past tense (has + past tense)																
KPI	I can use pronouns to replace someone or something to help with cohesion and avoid repetition (he, she, him, her, they, me, my, them, it)																
•	I can use possessive pronouns to aid cohesion (his, hers, mine, yours, theirs, its)																
•	I can use an apostrophe to show possession of singular and plural nouns most of the time																
•	I can continue to accurately use punctuation from previous year groups (., ! ? ""')																
	I can use a range of determiners to explain the noun (a, an, the, some, this, few)																
KPI	I can often punctuate direct speech using	*inverted commas															
		*capital letters at the start of the spoken sentence															
		*a second piece of punctuation to separate spoken and non-spoken words															
	TOTAL																
Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		