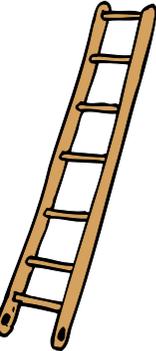
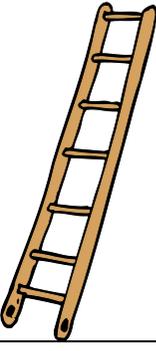




My Writing Targets - Level 3/4

Name _____

	AF5 SENTENCES Variety	AF6 SENTENCES Accuracy	AF3 ORGANISATION & STRUCTURE Across a whole text	AF4 ORGANISATION & STRUCTURE PARAGRAPHS Construction & Cohesion	AF1 WHOLE TEXTS Imaginative, Interesting thoughtful	AF2 WHOLE TEXTS Task, Reader and Purpose	AF7 WORDS Appropriate & Effective	AF8 WORDS Correct Spelling	Handwriting And presentation
Level 4 Across a range of writing 	<ul style="list-style-type: none"> • I vary the length, structure and subjects of sentences. • I use some subordinating connectives (e.g. if, when, because) throughout a piece of writing. • I am accurate when I use different tenses and verb forms. 	<ul style="list-style-type: none"> • I punctuate sentences accurately throughout a text, including question marks. • I use speech marks correctly and sometimes other speech punctuation. • I use commas in lists and sometimes to mark clauses. 	<ul style="list-style-type: none"> • I organise my writing by grouping my ideas or using a time sequence. • I write a beginning and conclusion. Sometimes I link the beginning and conclusion. • I organise my ideas into a logical order. 	<ul style="list-style-type: none"> • I use paragraphs/ sections to organise my writing. For example, I use a main idea and some sentences which develop it. • I use some connectives to link sentences within paragraphs/ sections. • I try to make links between paragraphs/ sections, for example, firstly, next. 	<ul style="list-style-type: none"> • I choose relevant ideas and content. • I develop some of my ideas in detail. • I can write from different points of view and maintain them throughout the writing. 	<ul style="list-style-type: none"> • I usually make the main purpose of different texts clear. • I use the main features of different types of writing to suit the purpose. • I use a style of writing to suit a task. I try to make the purpose clear for the reader. 	<ul style="list-style-type: none"> • I deliberately choose words to create an effect on the audience. • I experiment with some new words to suit the task / topic. 	<ul style="list-style-type: none"> • I spell most common words correctly. • I spell most adverbs ending in <i>ly</i> correctly. • I add most past and present tense endings correctly. • I spell most plural endings correctly. 	<ul style="list-style-type: none"> •
Level 3 In most writing 	<ul style="list-style-type: none"> • I write mainly in simple and compound sentences. • With help, I can vary my sentences. • I use simple connectives like: and, but, so. • Sometimes I use different tenses. 	<ul style="list-style-type: none"> • I use capital letters, full stops, question marks, exclamation marks to show the start and end of sentences. • I use some speech punctuation. • Sometimes I use commas in my sentences. 	<ul style="list-style-type: none"> • I organise my ideas and try to link them together. • I try to write clear openings and endings. • I put most of my ideas into a sensible order. 	<ul style="list-style-type: none"> • I use paragraphs/ sections to group my ideas. • My sentences link together, for example, by using pronouns (he, she, it). • My writing has some simple links between paragraphs / sections. 	<ul style="list-style-type: none"> • I can include suitable ideas and content. • I can add more detail to basic ideas and information. • I try to take on a viewpoint. 	<ul style="list-style-type: none"> • I can write a range of texts that have a purpose for the reader. • I try to use the main features of different types of text. • I can use some features of style to interest the reader. 	<ul style="list-style-type: none"> • I choose words to suit the purpose of my writing. • I try to choose some words to have a particular effect on the reader. 	<ul style="list-style-type: none"> • I can spell many common words correctly. • I can spell longer common words. This includes some compound words. 	<ul style="list-style-type: none"> • My handwriting can be read by other people. • I always form my letters correctly. • I sometimes use joined writing.