My Writing Goals
Name: _____

		Teacher Assessment						
Transcription	1. I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly.							
	2. I can learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.							
	3. I can spell most of the common exception words							
	4. I can spell some words with contracted forms (It's, can't, won't, they're etc.)							
	5. I can use the possessive apostrophe for a singular person – *the girl's book.*							
	6. I can spell the first 11 sets of homophones/near homophones (e.g. there/their/they're)							
	7. I can add suffixes to spell longer words – il, es, ed, ing, y, ful, ly, less, ness, ment, tion							
	8. I can form nouns using suffixes such as --ness, --er and by compounding eg whiteboard, superman.							
	9. I can forms adjectives using suffixes such as --full, ---less, --ly, --ness.							
	10. I can use the suffixes --er, --est in adjectives and the use of --ly in standard English to turn adjectives into verbs.							
	11. I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.							
Handwriting	12. I can form lowercase letters of the correct size, relative to one another.							
	13. I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.							
	14. I can write capital and lower case letters and digits of the correct size, orientation and relationship to one another.							
	15. I can use spacing between words that reflects the size of the letters.							
Composition	16. I can produce increasingly longer pieces of writing.							
	17. I know who my writing is for (their intended audience).							
	18. I can write for a range of purposes and in a range of genres using the correct structure.							
	19. I am beginning to use appropriate language across different types of writing –e.g. story language, non fiction							
	20. I can use interesting adverbs to describe actions.							
	21. I can show evidence of using simple similes – It was as yellow as the sun.							
	22. I can write a plan or say out loud what I am going to write about before starting to write.							
	23. I can re-read my writing to make sure it makes sense and to identify errors in spelling, grammar and punctuation.							
	24. I can make additions or improvements as a result of re-reading.							
	25. I can read aloud what I have written with appropriate intonation to make the meaning clear.							
Vocab, Grammar & Punctuation	26. I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences.							
	27. I can uses commas to separate items in a list.							
	28. I can use apostrophes for contracted forms and for the (singular) possessive.							
	29. I can use sentences of different forms: statement, question, exclamation and command.							
	30. I can use expanded noun phrases to describe and specify [e.g. the blue butterfly].							
	31. I can use the present and past tenses correctly and consistently.							
	32. I can use conjunctions that signal time, e.g. then, after, before.							
	33. I can uses the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.							
	34. I can use **when**, **if**, **that** or **because** for subordination and use **or**, **and** or **but** to create co-ordination.							
	35. I can use some features of written standard English.							