My Writing Goals
Name: _____

		Teacher Assessment						
Transcription	1. I can use my knowledge of etymology and morphology to help me spell.							
	2. I can use suffixes to convert nouns or adjectives into verbs (-ate, -ise, -ify)							
	3. I can add suffixes beginning with vowel letters to words ending in –fer. E.g. referral, preferring,							
	4. I can distinguish between homophones.							
	5. I know and use the 'i before e' rule following a c.							
	6. I am beginning to demonstrate an ability to spell some words with silent letters (e.g. knight, psalm, solemn)							
	7. I can use a dictionary and thesaurus as appropriate.							
	8. I can spell endings which sound like /ʃəs/ spelt –cious or –tious. E.g. conscious, delicious,							
	9. I can spell endings which sound like /ʃəl/ e.g. official, special,							
	10. I can spell words ending in –ant, –ance/–ancy, –ent, –ence/–ency. E.g. substance (substantial) innocent, innocence,							
	11. I can spell words ending in –able and –ible –ably and –ibly. E.g. legible, dependable,							
Handwriting	12. My handwriting is legible and fluent. It is consistent in size and my letters are all relative to one another.							
	13. I can decide whether or not to join specific letters.							
Composition	14. I can identify the audience for, and purpose of, the writing that I complete.							
	15. I can select and use the most appropriate form of writing for the task as well as structure and organise it appropriately.							
	16. I can control the structure of my paragraphs to shape a story, e.g paragraph structure involving a build up,conflict and resolution.							
	17. I can select and use appropriate grammar and vocabulary and understand how the choices can change meaning.							
	18. I can build cohesion within a paragraph (e.g. then, after that, this, firstly).							
	19. I can use conjunctions, within a paragraph, to link the sentences, e.g. secondly, in addition, furthermore.							
	20. I can use shifts in time and place to shape a story and guide the reader through the text: e.g. by introducing a new section to draw attention to the main event.							
	21. I can include some significant interaction between characters through action, description, and characters responses. Character development helps to move the story forward.							
	22. I can use organisational and presentational devices to structure my writing and to guide the reader (e.g. headings, bullet points, underlining).							
	23. In narratives, I can effectively describe settings, characters and atmosphere.							
	24. I can ensure characterisation is evident, through direct and reported speech.							
	25. I can plan, draft, evaluate and edit my writing.							
	26. I can proof-read my work and correct any spelling and punctuation errors.							
	27. I can précis longer pieces of text.							
Vocab, Grammar & Punctuation	28. I can use commas to clarify meaning or avoid ambiguity (more than one meaning).							
	29. I can use relative clauses beginning with who and which.							
	30. I can use ellipsis.							
	31. I can sometimes replace commas with semi-colons.							
	32. I can use colons to introduce lists.							
	33. I am experimenting with a growing range of punctuation.							
	34. I can use adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) to indicate degrees of possibility.							
	35. I can understand the difference between standard and non-standard English and use it appropriately (e.g. when writing in dialogue for characters).							
	36. I can use adverbials of time, place and manner.							
	37. I can confidently and accurately use verb tenses, maintaining the tense throughout a piece of writing.							