



My Writing Goals

Name: _____

Teacher
Assessment

Transcription	1. I can spell all of the Year 5&6 word list								
	2. When spelling new, unfamiliar or words that need to be specifically learnt, I use my understanding of word origins, suffixes, prefixes, root words, etc								
	3. I can use my knowledge of morphology and etymology to help spell and understand the meaning of words.								
	4. I can confidently use a range of prefixes and suffixes.								
	5. I can spell some words with silent letters.								
	6. I can use a dictionary and thesaurus as appropriate.								
	7. I can spell words with a hyphen. E.g. co-ordinate, re-enter,								
	8. I can spell words with the /i:/ sound spelt ei after c. e.g. deceive, conceive,								
	9. I can spell words containing the letter-string ough. E.g. ought, bought, thought,								
Handwriting	10. My handwriting is legible, fluent and increasing in speed.								
	11. I can change the shape of my letters when deciding whether or not to join letters.								
	12. I can choose and use the most suitable writing implement for a task.								
Composition	13. I can select the most appropriate form of writing for a set task.								
	14. In narratives, I can describe settings, characters and atmosphere by using dialogue to convey the character and advance the action.								
	15. I can use the setting and weather as a 'sympathetic background' to the characters' situations – e.g. thunderstorm for the dangerous parts with the sun coming out when all is well.								
	16. I can select and use appropriate grammar and vocabulary understanding how my choices can change and enhance meaning.								
	17. I can use a wide range of devices to build cohesion within and across paragraphs.								
	18. In non-fiction writing, my paragraphs will have an introductory sentence, followed by approximately 3 points. Each of these points may involve 2 or more sentences, the use of examples and conjunctions to guide the reader								
	19. I can make links between paragraphs in non fiction writing eg. 'As mentioned previously'								
	20. I can use a wide range of organisational and presentational devices to structure my writing and to guide the reader (e.g. headings, bullet points, underlining).								
	21. I can use vocabulary that is varied, imaginative and appropriate, including use of technical and specific words								
	22. I can plan, draft, evaluate and edit my writing.								
	23. I can re-read and proof-read my work checking for and correcting spelling and punctuation errors.								
	24. I can make sure my singular and plural subject-verb agreement is accurate.								
	25. I can distinguish between the language of speech and writing and choose the appropriate register.								
	26. I can use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]								
Vocab, Grammar & Punctuation	27. I can use appropriate vocabulary and structures for formal speech and writing including subjunctive forms (informal and formal language).								
	28. I can use the passive voice to change how the information in a sentence is presented								
	29. I can use the perfect form of verbs to mark relationships of time and cause.								
	30. I can consistently use the correct tense throughout my writing.								
	31. I can use expanded noun phrases to convey complicated information concisely.								

Y6

32. I can use modal verbs (can, could, may, might, should, shall, will, would) or adverbs to indicate degrees of possibility.							
33. Understand how words are related by meaning as synonyms and antonyms [for example, big, large, little].							
34. I can use relative clauses beginning with who, which, where, when, with, that or whose with implied (i.e. omitted) relative pronouns.							
35. I can use commas and hyphens to clarify meaning to avoid ambiguity.							
36. I can use brackets, dashes or commas to indicate parenthesis (add information).							
37. I can use semi-colons, colons or dashes to mark boundaries between independent clauses.							
38. I can use colons to introduce lists and use of semi-colons within lists.							
39. I can use the punctuation of bullet points to list information							
40. I can link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis							