


Olive Writer: Working towards 3c

		Target	When have I done this?	
AF 1	T1	I am beginning to use adjectives with my nouns.		
AF 2	T1	I try to describe my characters clearly.		
	T2	I can read my work through independently and know if it makes sense.		
AF 3	T1	I am beginning to use sub-headings in my non-fiction writing.		
	T2	My stories show a beginning, middle and end.		
AF 4	T1	I use paragraphs in most of my writing.		
	T2	My paragraphs contain more than one sentence.		
AF 5	T1	I can write in full sentences.		
	T2	Some of my sentences contain the words if , when and because .		
AF 6	T1	My writing shows the correct use of capital letters.		
	T2	My writing shows the correct use of full stops.		
	T3	My writing shows the correct use of question marks.		
	T4	My writing shows the correct use of exclamation marks.		
	T5	I can use commas in a list accurately.		
	T6	I am beginning to use speech marks to show spoken words.		
AF 7	T1	I try to use a variety of words and avoid repeating the same ones.		
	T2	I give nouns and places their correct names. (dog = Labrador)		
AF 8	T1	I am able to use a dictionary to help me with my spellings.		
	T2	I can use words with a prefix (disappear, unhappy)		
	T3	I can use words with a suffix (happiness, confidently)		



Gold Writer: Working towards 4a



		Target	When have I done this?
AF 1	T1	My character descriptions include facial expression and tone of voice.	
	T2	My descriptions are expanded by the use of adverbial phrases. (very quickly, a Land Rover appeared) Adverbial phrase = where did it happen? How did it happen? When did it happen?	
	T3	My descriptions are expanded by the use of noun phrases. (the arrow, <i>swift and true</i> , flew across the sky)	
	T4	I am able to confidently use metaphors, similes and powerful verbs.	
AF 2	T1	When writing, I am very aware of the audience who will be reading my work and I try to maintain their interest.	
	T2	I try to present a balance when writing from different viewpoints.	
	T3	I am consistently able to use the correct format for different types of writing (instructions, arguments, letters).	
AF 3	T1	I am able to present two sides of a discussion in a precise, consistent and persuasive manner.	
	T2	My opening and closing sentences are linked.	
AF 4	T1	I am able to use paragraphs regularly and consistently in all my books.	
	T2	My paragraphs have a main idea that is then elaborated upon.	
	T3	I make good use of time connectives. (next, firstly, meanwhile)	
AF 5	T1	I understand how to make effective use of a variety of sentence and phrase lengths to ensure impact. (complex sentences for description, short sentences to create tension)	
	T2	I am able to use modal verbs in sentences (the girl should be, would be, could be)	
AF 6	T1	My writing shows the correct use of capital letters and full stops.	
	T2	I understand and am beginning to use a range of punctuation correctly. (question marks, exclamation marks, ellipses, hyphens, brackets, colons, semi-colons)	
AF 7	T1	I use powerful verbs effectively to add tension and to deepen readers' understanding.	
AF 8	T1	I am able to use a precise range of strategies to spell most words correctly.	
	T2	I have a consistent, personal and legible handwriting style.	



Amber Writer: Working towards 4b



		Target	When have I done this?
AF 1	T1	I make my characters interesting by giving them emotions. (Rebecca was trembling in fear)	
	T2	When writing, I use information from different sources.	
	T3	Sometimes my descriptions are expanded by the use of noun phrases (long, swishy tail)	
AF 2	T1	I am able to use formal writing for letters and complaints.	
	T2	I am independently able to use the correct format for different types of writing most of the time. (instructions, arguments, letters)	
AF 3	T1	I can use a variety of openings to my story paying attention to my reader. (dialogue, traditional, action)	
	T2	I am able to set out clearly two sides of a discussion.	
AF 4	T1	My work shows good use of paragraphs to group ideas or events all of the time.	
	T2	In fiction I use paragraphs to show a change in time, scene, action, mood or person.	
AF 5	T1	I am able to vary the position of clauses and phrases in a sentence.	
	T2	I am able to make good use of subordinate connectives. (whilst, although, since)	
AF 6	T1	My writing shows the correct use of capital letters and full stops.	
	T2	My writing shows the correct use of question marks and exclamation marks	
	T3	I am able to use commas and ellipses effectively. (, and ...)	
AF 7	T1	I try to find the most precise words for a piece of text.	
AF 8	T1	My spelling is mostly accurate, including more complex words.	
	T2	My writing is neat, legible and joined.	
	T3	I can spell common homophones correctly (their/there/they're)	



Lemon Writer: Working towards 4c



		Target	When have I done this?
AF 1	T1	I can check my work and add extra description.	
	T2	My settings are described interestingly and in detail.	
	T3	I mix action and dialogue (speech) in my stories.	
AF 2	T1	I know when to use formal and informal language.	
AF 3	T1	I can use a variety of openings to my story. (dialogue, traditional, action)	
	T2	I am able to set out a journalistic recount like a newspaper article. (headings, sub-headings, columns)	
	T3	My points of view are set out clearly and precisely when persuading.	
AF 4	T1	My work shows good use of paragraphs to group ideas or events all of the time.	
AF 5	T1	My sentences show variety. (questions, direct speech, short and complex)	
	T2	I can use short sentences effectively to speed up action sequences. (His words exploded)	
AF 6	T1	My writing shows the correct use of capital letters and full stops.	
	T2	My writing shows the correct use of question marks and exclamation marks	
	T3	I have a good understanding of words that can be abbreviated. (etc, Mr, Dr)	
	T4	I know and use the correct punctuation for dialogue including reporting phrase and appropriate comma.	
AF 7	T1	I am able to select and use specific vocabulary for a particular piece of writing.	
	T2	I try to use similes and metaphors to create a powerful image.	
AF 8	T1	I am beginning to recognise and spell homophones correctly. (hear, here)	
	T2	I am able to use prefixes and suffixes confidently.	



Ruby Writer: Working towards 5a



		Target	When have I done this?
AF 1	T1	I can gather ideas and material and make the most appropriate and effective choice from them.	
	T2	I maintain the appropriate writing style in a range of genres.	
AF 2	T1	I am beginning to create subordinate plots to be woven into my main plot.	
AF 3	T1	I can show links between my paragraphs using an underlying theme.	
AF 4	T1	The beginning and end of my paragraphs make logical links to each other. (The opening sentence refers back to the previous paragraph's content.)	
AF 5	T1	I can use embedded subordinate clauses for economy of expression. (The cacophonous sound, which echoed through the great hall, ceased as abruptly as it had begun)	
AF 6	T1	I am confident in using a full range of punctuation effectively.	
AF 7	T1	I have chosen vocabulary purposefully so as to sustain interest.	
AF 8	T1	I am a confident and accurate speller of both easy and unfamiliar words.	



Scarlet Writer: Working towards 5b



		Target	When have I done this?
AF 1	T1	I am able to weave dialogue, action and description through my stories.	
	T2	Through careful selection of words and sentence structure, I am able to avoid repetition.	
	T3	I am beginning to expand upon my viewpoints by giving examples.	
AF 2	T1	My choice of vocabulary is both precise and effective for the context in which I am writing.	
AF 3	T1	In my non-chronological writing, I introduce, develop and conclude paragraphs appropriately.	
AF 4	T1	My paragraphs are varied in length and structure.	
	T2	My final paragraphs offer an appropriate summary and/or appeal to the reader.	
AF 5	T1	I am able to use modal verbs in sentences. (the girl should be, would be, could be)	
AF 6	T1	I use a full range of punctuation to convey and clarify meaning.	
	T2	I use punctuation for effect. (No! Stop!)	
AF 7	T1	My writing includes a range of adventurous language to make my stories interesting and exciting to read.	
AF 8	T1	I am a confident and accurate speller of both easy and unfamiliar words.	



Crimson Writer: Working towards 5c



		Target	When have I done this?
AF 1	T1	My ideas and material are developed through imaginative detail.	
	T2	I am able to show feelings through the images I develop rather than a direct statement ('show' not 'tell' sentences).	
	T3	Through the pace and the settings in my writing, I am able to create mood and atmosphere.	
	T4	I can use dialogue (speech) accurately in my writing.	
	T5	I understand that viewpoints and story plots need to be consistent and make sense.	
AF 2	T1	I use appropriate language and key features to suit the purpose of my writing.	
	T2	I am able to adapt my writing to suit a particular audience. (instructions for child/adult)	
	T3	I am beginning to use language features effectively in my writing. (personification, alliteration, similes, metaphors)	
AF 3	T1	I can structure my writing appropriately in a range of genres.	Fiction: Discussion: Persuasion: Journalistic Recount:
AF 4	T1	My writing is organised into a planned and coherent paragraphs.	
	T2	I can use a variety of sentence openers (Non-finite verbs, adverbs, adverbial phrases, adjectival phrases)	
	T3	I can use a wide and varied range of connectives. (nevertheless, meanwhile, despite, furthermore)	
AF 5	T1	I can use a wide range of connectives to clarify the relationship between ideas. (furthermore, nevertheless, on the other hand)	
	T2	I can change the order of words in a sentence to achieve a specific effect.	
AF 6	T1	I use a full range of punctuation appropriately.	
AF 7	T1	I am able to use words to show shades of meaning in my writing.	

