

Writing targets – Stories from other cultures- Year 5

Non negotiables – Things I must include:		Teacher After 1
NN1	I use capital letters at the beginning of sentences and for proper nouns.	
NN2	I use the correct punctuation at the end of my sentences . ! ?	
NN3	I write in neat cursive handwriting.	
NN4	I use speech marks to punctuate speech correctly. "That's right," said Tim.	
NN5	I correct spelling mistakes for words which follow a rule I have recently practised.	
NN6	I organise me writing into paragraphs showing a change of person, place or time.	
NN7	I use an or a, depending on whether the next word starts with a consonant or vowel: a rock, an apple.	
My writing is:		
Good		After 1
T1	I use the apostrophe for omission (contractions).	
T2	I use adjectives to help describe characters and setting.	
T3	I include my characters' thoughts and feelings.	
T4	I use cohesive devices (pronouns, adverbials) to produce coherent paragraphs and to link paragraphs. <i>Now, Some time later</i>	
T5	I include direct speech to develop characterisation and show characters' relationships.	
T6	I have gone back and edited my work, adding missing punctuation, missing targets and improving word choices.	
Great		After 1
T7	I use the apostrophe to show possession.	
T8	I use strong adjectives to help describe characters and setting and the story includes a moral	
T9	I include my characters' thoughts and feelings including show-not-tell	
T10	I included a moral (a lesson that can be learned from a story) and explained it at the end of my story.	
T11	I use direct speech correctly to develop characterisation and speech markers within my work.	
T12	I have used varied conjunctions to join clauses or sentences: if, since, as, when, although, while, after, before, until, because.	
T13	I choose strong verbs to increase drama and help my reader to visualise the action.	
T14	I vary my sentence structures and lengths to control pace.	
T15	I have gone back and edited my work, adding missing punctuation, missing targets and improved my word choices. I have ensured my work make sense.	
Exceptional		After 1
T16	I make discerning word choice to ensure meaning is clear and precise.	
T17	I create atmosphere by describing a setting –using powerful adjectives: senses (what can my character can see and hear): figurative language (Similes/metaphors to help my reader to picture a scene.)	
T18	I vary my sentence structures and structures to control pace. (Short sentences, compound sentences (Co-ordinating conjunctions - FAN BOYS), complex sentences (Subordinating conjunctions- I SAW A WAWBUB))	
T19	I use modal verbs. (e.g. can, should, would, could, will, might, shall, may, shouldn't, wouldn't, couldn't, won't)	
T20	I use a variety of punctuation marks. , to mark clauses , after fronted adverbials ; replaces and or so : to introduce lists " " speech ... ellipses ? rhetorical questions parenthesis () brackets , , comma comma - - dash dash	
T21	I interweave action, description and dialogue to ensure balance across the text.	
T22	I include a strong, thought-provoking conclusion	
T23	I have gone back and edited my work, adding missing punctuation, missing targets and improved my word choices. I have identified the targets I have met.	