

MY TARGETS

STEP 9

All targets must be achieved to move to the next step. A child must always have a sentence structure target.

SPAG: I can use brackets for parenthesis. I can spell most words correctly from the year 3/4 spelling list. I can spell some words correctly from the year 5/6 spelling list. I can maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

SENTENCE STRUCTURE	TEXT STRUCTURE	COMPOSITION AND EFFECT:
<u>I can use a range of sentence starters including some fronted adverbials.</u>	I can organise paragraphs in a logical order, considering the purpose of the writing.	I am attempting to directly involve the reader with basic narrative techniques.
I can add <u>some</u> embedded clauses supported with commas	<u>I am beginning to use transitional words within paragraphs to make my points clear. (however, therefore, in addition, also, but, moreover, as far as, with regard to)</u>	<u>Word choice supports the purpose of my writing with increased precision. (does not have to be 100% accurate)</u>
<u>I can use a comma to separate a subordinate clause at the start or end of a sentence</u>		I can integrate dialogue to convey character (Dialogue must feature during year 5 writing but should not hold pupil back a step)
I can punctuate speech accurately.		
<u>I can select a conjunction from the full range available to extend my ideas</u>		

Key performance indicator underlined and in bold

Comments:

Links between step 9 and 10

Step 9 and step 10 are closely linked. In step 9 the children are beginning to use skills that need to be mastered by the end of step 10.

Commas

Before step 9, children would have included a comma after a fronted adverbial in step 8. In step 9 the child is beginning to use a comma to separate a clause. After that, the children should start to include embedded clauses (extra non-essential information within the sentence) that are marked by commas. By the end of step 9 they should be able to mark subordinate clauses with commas at the start of sentences.

By the end of step 10 the children can use the skills and only makes rare mistakes.

Spelling

All spelling targets can be achieved through editing and redrafting in line with the DFE's definition of independent work. Children are allowed a Year 3/4 or Year 5/6 spelling mat to support with this.

