

MY TARGETS

STEP 10

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

SPAG: I can use modal verbs accurately to create possibility. I can use a colon to introduce a list.
I can use hyphenated words. I can spell all words correctly from the year 3/4 list. I can spell some words correctly from the year 5/6 list

SENTENCE STRUCTURE	TEXT STRUCTURE	COMPOSITION AND EFFECT:
<u>I can use a wide range of subordinating conjunctions appropriately</u>	Use a range of pronouns and synonyms to develop ideas in a paragraph.	<u>Informal or formal style is consistent across all genres</u>
I am beginning to use speech punctuation accurately to advance the action	Make connections between paragraphs	There is a sustained awareness of the reader
I can accurately use a comma or semi-colon when punctuating a FANBOY sentence.		I am beginning to use a range of narrative techniques
<u>I can accurately separate clauses with a comma</u>		<u>I am beginning to effectively use dialogue to convey character AND advance action.</u>

Key performance indicator underlined and in bold

Comments:

I can use inverted commas and all other forms of speech punctuation correctly

This includes:

A comma after the reporting clause e.g. The conductor shouted, "Sit down!"

Inverted commas around dialogue and capital letter for beginning of dialogue.

Punctuation within the inverted commas e.g. "Where are you going?" asked the conductor.

I can build cohesion within a paragraph, making sure that my sentences link

All sentences within a paragraph are linked to the same topic. An 'E' planning template is useful for teaching this.

I can separate clauses with a comma

Commas used accurately to mark clauses, including after a fronted adverbial e.g. **Hesitating in the doorway, I was unsure if I should enter the attic room** and around an embedded clause e.g. **I gingerly tugged the edge of the cloth, which covered it, towards me.**

I can use hyphenated words

Different organisations have different rules as to which words can be hyphenated. Generally, two words can be hyphenated if they come before a noun they modify and act as a single idea e.g. **quick-thinking, open-mouthed, spine-chilling.**

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.

