

MY TARGETS

STEP 11- The expected standard

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

SPAG: Use passive voice and modal verbs (would, should, could, will). I can use mostly correctly: Inverted commas, Commas for clarity, Parenthesis. I can use some correct use of: Semi colon for a list, Dashes, Colon- for list, Hyphen, Colon and semi-colon to separate a sentence.

I can spell most words correctly from year 5/6 spelling list

SENTENCE STRUCTURE	TEXT STRUCTURE / COHESION	COMPOSITION AND EFFECT:
I can integrate dialogue to convey character and advance action.	<u>Paragraphs are well developed. Each paragraph has a clear purpose.</u>	The style of the piece demonstrates the writers control of language
<u>I can select vocabulary and grammatical structures that reflect the level of formality required mostly accurately.</u>	<u>Connections are made between paragraphs by referring to previous or future content.</u>	I can integrate dialogue to convey character AND advance action
<u>I can use a wide range of clause structures, sometimes varying the position within the sentence</u>	Pronouns and synonyms confidently used to avoid repetition and to engage the reader.	The readers interest is maintained through the use of a range of narrative techniques
I can use adverbs, preposition phrase and expanded noun phrases to add detail and qualification and precision		
Use a wide range of punctuation for effect		

Key performance indicator underlined and in bold

Comments:

Use a wide range of clause structures, sometimes varying the position within the sentence:

The clause structures that need to be used are: short sentences, embedded clause via commas or brackets (parenthesis), subordinate clause.

Use a range of cohesive devices including adverbials within and across paragraphs:

Cohesive devices are tools that ensure a child writes around a point within a paragraph and within a piece of work.

In a paragraph a cohesive device might be connectives or conjunctions e.g. Dr Kalmenius entered the parlour AND every man, woman and child froze in fright.

Cohesive devices can also be pronouns. Dr Kalmenius entered the parlour AND every man, woman and child froze in fright. HE walked to the bar and demanded refreshment.

Cohesive devices across a piece of work shows that the piece of work is linked. e.g. the second paragraph might refer to a statement or topic in the first paragraph. Paragraph hinges are useful for this: *As I mentioned before, as previously state.*

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.

Dashes, like commas, semicolons, colons, ellipses, and parentheses, indicate added emphasis, an interruption, or an abrupt change of thought. We finished step 11- at last.

I can use a semi-colon to join two clauses where the 2nd clause is more important than the first

Dr Kalmenious stepped into the parlour; he had eyes like the devil.