

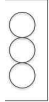
My Writing Ladder Target Card

Name - _____

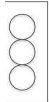
Class - _____



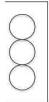
Organisation



O10 In narrative, I can use paragraphs for a change in action, setting and time.

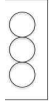


O11 In non-fiction, I can write a clear introduction, followed by logical points, drawing to a defined conclusion.

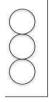


O12 My paragraphs have relevant openings.

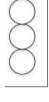
Grammar Giants



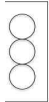
G10 I can use commas after fronted adverbials e.g. Eventually, the rain will stop.



G11 I can use and punctuate direct speech.

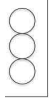


G12 I can write in standard English forms for verb inflections (e.g. we were instead of we was).

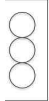


G13 I can use the possessive apostrophe correctly in all situations (singular and plural – The girl's coat... The girls' coats... and exceptions – The children's coats).

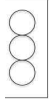
Purpose



P8 My writing suggests insights into character development through describing how characters look, react, talk or behave, rather than by telling the reader.



P9 I can consider the needs of the reader and provide background information in my writing.



P10 I can use some of the 'Tool Box' features for a given style to ensure that the style of writing is evident.

My Writing Ladder Target Card

Name - _____

Class - _____



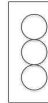
Organisation



O10 In narrative, I can use paragraphs for a change in action, setting and time.



O11 In non-fiction, I can write a clear introduction, followed by logical points, drawing to a defined conclusion.



O12 My paragraphs have relevant openings.

Grammar Giants



G10 I can use commas after fronted adverbials e.g. Eventually, the rain will stop.



G11 I can use and punctuate direct speech.



G12 I can write in standard English forms for verb inflections (e.g. we were instead of we was).



G13 I can use the possessive apostrophe correctly in all situations (singular and plural – The girl's coat... The girls' coats... and exceptions – The children's coats).

Purpose



P8 My writing suggests insights into character development through describing how characters look, react, talk or behave, rather than by telling the reader.



P9 I can consider the needs of the reader and provide background information in my writing.



P10 I can use some of the 'Tool Box' features for a given style to ensure that the style of writing is evident.

Word Wonder Targets

W9 I can choose words and phrases that make the reader interested and support the purpose - these may still be 'well-known' to the writer from other text examples, or class lists, etc.

W10 I can include details to add interest, to persuade ('obviously') or to direct (imperative verbs).

Super Spelling

S13 I can spell all of the Year 3&4 word list – See your teacher.

S14 I can use the prefixes il-, ir-, re-, sub-, inter-, anti-, auto-.

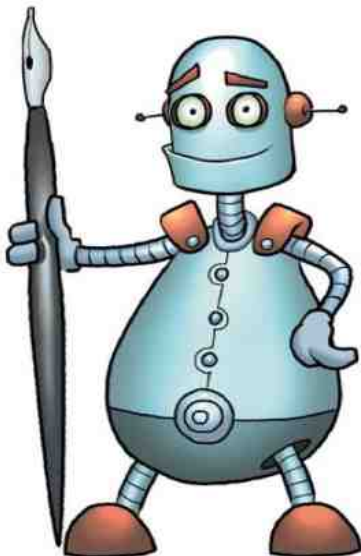
S15 I can use the suffixes -ly, -ation, -ous.

Handwriting Hero

H17 I can independently and consistently sit correctly at a table, holding a pen comfortably and correctly.

H18 I can space my writing so that my ascenders and descenders of letters do not touch.

H19 I can write in a consistent and legible style within an individual piece of writing.



Word Wonder Targets

W9 I can choose words and phrases that make the reader interested and support the purpose - these may still be 'well-known' to the writer from other text examples, or class lists, etc.

W10 I can include details to add interest, to persuade ('obviously') or to direct (imperative verbs).

Super Spelling

S13 I can spell all of the Year 3&4 word list – See your teacher.

S14 I can use the prefixes il-, ir-, re-, sub-, inter-, anti-, auto-.

S15 I can use the suffixes -ly, -ation, -ous.

Handwriting Hero

H17 I can independently and consistently sit correctly at a table, holding a pen comfortably and correctly.

H18 I can space my writing so that my ascenders and descenders of letters do not touch.

H19 I can write in a consistent and legible style within an individual piece of writing.

