

## MY TARGETS

### STEP 12-Greater Depth Standard

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

**SPAG:** I can use the full range of punctuation taught at KS2, including **colons** for a list and to separate clauses of equal value and **semi-colon to separate clauses**

SENTENCE STRUCTURE	Example	COMPOSITION AND EFFECT:
<p>I can manage shifts between levels of formality</p>	<p>a) Appropriate level of informality: <i>Have you ever wondered...? Keep on reading...</i></p> <p>b) Well managed shift back to a more informal tone: <i>Most people might ask 'why hurt your feet like that?' But as soon as you get into the ballet world your life ambition is to start pointe work. This exact thing...</i></p> <p>c) Informal quotation and reported speech (<i>were joking around... 'tragically those inches cost her her life'</i>) contrasts with more formal vocabulary choices of the reporter (<i>recalled, explained</i>)</p> <p>d) Informal tone established through vocabulary (<i>stuff; okay</i>) and grammatical structure (<i>I s'pose;... would take more than ten minutes, right?</i>). This is contrasted with more figurative and descriptive detail (<i>the monstrous waves were gathering out in the Atlantic; the frothing water thrashing against my ankles</i>)</p>	<p>Children can write for a range of purposes and audiences</p>
<p>I can select precise, complex vocabulary and use complex grammatical structures accurately</p>	<p>A) Informal, conversational tone: He grabbed the biscuits and ran for it.</p> <p>B) Selection of nouns to match the level of formality: length, shape, arch, flexibility, extension and strength</p> <p>C) Informal vocabulary adopted appropriately: awesome; fan</p> <p>D) Succinct formal statement: Yesterday, at dusk, Cherry Stone drowned at boat cove, supposedly making a necklace of cowrie shells for a 'giant.'</p> <p>E) Editorial comment: It's very unusual</p> <p>F) Levels of formality managed from the informal Hello; it's me... to the somber impersonal tone of, Nobody survives a drowning in an Atlantic storm</p> <p>G) Precise selection of technical literary terms: perspectives, imaginary, characters, reader, strands, author</p>	
<p>I can select verb forms for meaning and effect</p>	<p>A) Past to present tense: <i>He raced down the creaking stairs – even the seventh one makes an earsplitting creak.</i></p> <p>B) <i>had been determined to finish; she had been told to be home; she would never return again; police officers have looked into the disaster and think that she was cut off; Had she already drowned?</i></p> <p>C) Appropriate selection of verb forms to manage the time frames: <i>holding this pen; hovering in the air; never really liked writing a diary; it would be fun to look back on when I am older.</i></p> <p>D) <i>I am; to have been chosen; have visited; to find out; which sounds</i></p>	

