

MY TARGETS				
STEP 6				
All targets, except handwriting, must be achieved to move to the next step				
SENTENCE STRUCTURE	TEXT STRUCTURE	SPAG	COMPOSITION AND EFFECT	HANDWRITING
I am beginning to start sentences in different ways	I can sometimes use time connectives to order my writing	I can use <u>a/an</u> correctly before a word.	I can use some features of a text type in my writing.	I am beginning to use legible, joined handwriting
I can use adverbs to start some sentences	I can write in chronological order when appropriate	<u>I can spell most words from the Y2 list and am beginning to spell some words correctly from the year 3/4 list</u>	I can often choose the best adjective to <i>add interest</i> to my writing.	
I can sometimes use verb forms and tenses correctly	I can write coherently so my writing makes sense	<u>I can use suffixes in some words: less, ly, ful, ness, ment</u>	<u>I can write for different purposes (different genres)</u>	
I can use sentences with different forms (e.g. commands and exclamations)		<u>I can use full stops and capital letters mostly accurately at the start of a sentence and for proper nouns</u>		
		<u>I can use words with the contracted form (e.g. I'm, don't, can't)</u>		
<u>I can use simple conjunctions e.g. but, because, so, that, when, or</u>		<u>I can mostly use question marks, exclamation marks and commas for lists</u>	<u>I can usually make simple additions, revisions and proof reading corrections to my writing</u>	

Key performance indicator underlined and in bold

Comments:

Step 6 is the first KS2 step and reference to the KS1 exemplars for writing is useful for reference of expectations.

<https://www.gov.uk/government/publications/2016-teacher-assessment-exemplification-ks1-english-writing>

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.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly[^]
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.