

MY TARGETS

STEP 8

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

SPAG: I can use apostrophes to mark possession (singular and plural).
 I can spell most words correctly from the 3/4 spelling list.
 I can produce legible and joined handwriting

SENTENCE STRUCTURE	TEXT STRUCTURE	COMPOSITION AND EFFECT:
<u>I can add a fronted adverbial at the start of an extended sentence.</u>	I can make some links between sentences in my paragraphs	My main ideas are sustained and developed in a logical way
I can use a comma accurately within sentences mostly correctly (esp after fronted adverbials)	I am beginning to make my own decisions about how to organise my writing into paragraphs	<u>I am using well-chosen and effective vocabulary. I am attempting to find better words for clarity and to appeal to the reader.</u>
<u>I can use the correct verb form and tenses (with occasional errors)</u>	My paragraphs follow a logical pattern and make sense	I am beginning to convey character using dialogue
<u>I can use a range of conjunctions (both coordinating and subordinating) to join two ideas</u>	<u>I am able to use an expanded range of pronouns to link and avoid repetition of nouns eg: (that, it, those, they)</u>	

Key performance indicator underlined and in bold

Comments:

Conjunctions

Coordinating conjunctions: They can be used to join together two clauses in a sentence. However, the clauses need to make sense on their own. For example:

I had a terrible cold. I still went to work.

I had a terrible cold but I still went to work.

<https://www.bbc.com/bitesize/articles/z9wvqhv>

Subordinating conjunctions: They are words that are used to join a subordinating clause to another clause or sentence.

He was annoyed, the train had stopped.

He was annoyed because the train had stopped.

<https://www.bbc.com/bitesize/articles/zqk37p3>

A range of coordinating and subordinating conjunctions could include: and, but, because, that, when, so, or, while, if, as, although, with

I can add a fronted adverbial at the start of an extended sentence

Adverbials are words/phrases that describe **place, time, and manner**.

Above the castle, a glorious kestrel hovered whilst it searched for its prey.

Trembling in fear, the boy crept into the room to avoid being noticed.

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.