



Writing Card: 1 Beginning

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can form all my middle letters correctly.		
I can form tall letters: b, d, h, k, l and t		
I can form tail letters: f, g, j, p, q and y		
I can write a few words together which I think make sense.		
I can sometimes leave spaces between words.		
I can say and write a sentence which makes sense with support.		
I can usually leave spaces between words.		
I can try to use capital letters and full stops.		
I can write capital letters correctly for my name and I.		
I can sometimes use a capital letter and full stop correctly.		
I can say my sentences aloud first and I know where they begin and end.		
I can write most of my letters on the line.		
I can name ? and !		
I can use and to join words.		
I can say my alphabet.		
I can spell words using known sounds.		
I spell a few words in the Year 1 high frequency word list.		
I can spell some words which end with ed and ing . For example: digging and walked.		
I can spell a few compound words like farmyard and football .		
I can spell words which begin with un, like unkind and undo .		

Comments and achievements:



Writing Card: 1 Developing

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can form all tall, middle and tail letters independently.		
I can write most letters on the line.		
I can often use capital letters and full stops in the right place.		
I can write quite even sized letters.		
I can write sentences which make good sense.		
I can sometimes use a question mark correctly.		
I can sometimes use an exclamation mark correctly.		
I can start to understand when to use was and were .		
I can start to understand when to use did and done .		
I can use describing words with support.		
I can use describing words independently.		
I can read my writing back to myself to check it makes sense.		
I can spell many basic words correctly and adults can read most of my words.		
I can make up a poem or rhyme with help.		
I can spell most words in the Year 1 high frequency word list.		
I can write a few sentences about myself or the things I have done.		
I can spell words ending with er and est like older and newest .		
I can write several sentences that make a story.		
I can talk about my writing and change things to make it better.		
I can spell words with wh and ph like when, which, wheel and dolphin .		
<u>Comments and achievements:</u>		



Writing Card: 1 Embedded

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can leave appropriate spaces between each word.		
I can ensure that my small letters sit properly on the line.		
I can write capital letters which are the right size next to smaller letters.		
I can form all of my letters correctly.		
I can recite the alphabet quickly and confidently.		
I can understand the terms singular and plural.		
I can add s or es to make words into plurals like cats and dresses .		
I can spell words using many different graphemes like my , high and kite .		
I can use a capital letter for names of people and places and to write I.		
I can use a capital letter to write the days of the week.		
I can confidently talk about my writing with others and often change things to make it better.		
I can add s or es to doing words like dig/digs , catch/catches .		
I can try to use joining words like but , then , when and because in my work.		
I can often use capital letters and full stops correctly without being reminded.		
I can sometimes use a ? in the right place.		
I can sometimes use an ! in the right place.		
I can spell all the Year 1 high frequency words correctly.		
I can often use describing words to describe things, people or places.		
I can say my sentences before I write them down and I know where they start and end.		
I can experiment with making up a poem or rhyme.		
<u>Comments and achievements:</u>		



Writing Card: 2 Beginning

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can say and write a sentence which makes sense.		
I can usually leave spaces between words.		
I can write most capital letters correctly.		
I can often use a capital letter and a full stop in the right place.		
I can write most letters and numbers correctly on the line.		
I can ensure that most of my sentences make good sense.		
I can leave the right sized spaces between words.		
I can use ? and ! correctly in my writing.		
I can use words like and, but, or and so to join my ideas together.		
I can sometimes use joining words like because, if and when to join ideas together.		
I can say all the letters of the alphabet, in order.		
I can begin to recognise and write sentences which are commands and exclamations.		
I can begin to recognise and write sentences which are statements and questions.		
I can spell some words from the Year 2 high frequency spelling list.		
I can start to say and write we were, they were and I did correctly some of the time.		
I can spell some words that end with ly like slowly, lonely .		
I can sometimes use adjectives to describe nouns, to make my writing interesting.		
I can spell words ending with le, el, al and il like table, camel, metal and pencil .		
I can begin to find verbs in a sentence and can start to choose verbs for my own writing.		
I can start to write my own poem or rhyme, saying it aloud first.		
I can begin to spell words with suffixes ment, ness and less .		
I can spell about half of the words in the Year 2 high frequency list.		
<u>Comments and achievements:</u>		



Writing Card: 2 Developing

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objective	Pupil	Teacher
I can use capital letters and full stops to mark the beginning and end of a sentence consistently.		
I can say my sentences aloud first, to make sure that they make sense.		
I can join some of my letters.		
I can ensure that my joined up writing is even-sized.		
I can recognise when a verb is in the present or past tense.		
I can begin to change verbs from one tense to the other.		
I can find an adverb in a sentence and explain what job it does.		
I can join most of letters when I write.		
I can read my own writing back to myself, to check it makes sense.		
I can spell words with kn , gn and wr like knee , gnaw and write .		
I can add s , es and ies to make singular words into plurals.		
I can spell words with suffixes ed , er and ing which I have to think about carefully, like dropped and swimming .		
I can sometimes choose words which make my writing more interesting.		
I can add es to words ending in y like fly/flies ; baby/babies .		
I can use interesting vocabulary to add detail for the reader.		
I can begin to spell words that sound the same but are spelt differently, like to/too/two ; see/sea and blue/blew .		
I can use commas in a list.		
I can start to use an apostrophe to show when one person owns something.		
I can talk about my writing and independently change things to make it better.		
I can write stories that are a bit like other stories I know, with events and characters.		

Comments and achievements:

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Writing Card: 2 Embedded

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can ensure that most of my letters and numbers are the right size and sit properly on the line.		
I can regularly join my handwriting, except for capital letters.		
I can say which letter comes next in the alphabet when it is split into smaller chunks. For example, l,m,n, ?		
I can identify the four word classes: noun, adjective, verb and adverb and can put an example of each into a sentence.		
I can punctuate most of my work correctly using A . ? ! and commas in lists.		
I can spell all of the words in the Year 2 high frequency word list.		
I can spell lots of 2 and 3 syllable words, using my spelling skills.		
I can use an apostrophe to write words like wasn't , didn't and I'm .		
I can use joining words like also , but , then , when , if and because to write sentences of different lengths.		
I can sometimes vary the position of the joining words that I use.		
I can say and write we were , you were and they were correctly.		
I can say and write I did , you did and we did correctly.		
I can use varied adjectives to make noun phrases and add detail for the reader.		
I can say my sentences aloud before writing them down.		
I can plan and draft my writing, gathering ideas and key words which I sometimes find in texts.		
I can begin to show an awareness of adverbs.		
I can make up a variety of my own poems, which are interesting to read.		
I can accurately spell all the homophones in the Year 2 spelling list, like there/their/they're ; quite/quiet ; bare/bear .		
I can correctly spell words with the letter a like wander , quantity , and squash .		
I can correctly spell words with the letter o like work , worm and world .		

Comments and achievements:



Writing Card: 2 Mastery

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can ensure that all of my letters and numbers are the right size and sit properly on the line.		
I can confidently identify the four word classes: noun, adjective, verb and adverb and can use examples of each accurately.		
I can write contractions accurately and can confidently put the apostrophe in the right place e.g. it's, can't, didn't; Jade's doll; Kurt's book.		
I can begin to use adverbs in my writing to describe how, when or where things happen.		
I can regularly re-read my own writing, sometimes without being told, to make changes or to add new ideas.		
I can write quite a long story, sometimes imaginary and sometimes about my own experiences, ensuring that they have a simple beginning, middle and ending, characters and a sequence of events.		
I can regularly write a range of sentences which are grammatically correct, including statements, questions, commands and exclamations.		
I can change the letter y before adding the suffix to some words, like fly/flies, reply/replies, copy/copied and happy/happiest.		
I can ensure that my writing stays in the same tense throughout and can sometimes write verbs like this: I am going; She is swimming; He is dancing.		
I can ensure that my writing always suits the purpose it was meant for, whether a story, poem, recount or information report.		
<u>Comments and achievements:</u>		



Writing Card: 3 Beginning

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can plan my sentences carefully to make sure they make sense.		
I can leave appropriately-sized spaces between words.		
I can usually use a capital letter and full stop in the right place.		
I can regularly join up most of my letters.		
I can use ? and ! correctly in my writing.		
I can write even-sized letters which can be easily read.		
I can use commas to separate items within a list.		
I can regularly use conjunctions like and , but , or and so to join my ideas.		
I can independently recite the letters of the alphabet in order.		
I can often use conjunctions like when , if and because to join my ideas together.		
I can understand when inverted commas should be used.		
I can spell about a quarter of the words on the Year 3-4 word list, like circle and arrive .		
I can spell contractions with an apostrophe like couldn't and wasn't .		
I can write and identify a range of different sentences like statements, commands and questions.		
I can spell words with an apostrophe for possessions, like Ben's pencil , boys' bags and babies' cots .		
I can create noun phrases by using adjectives to describe things, like spotty red beetle .		
I can write words spelt ei , eigh or ey like vein , weigh and obey .		
I can identify verbs in my writing and choose interesting verbs in my own writing, like cackled instead of laughed .		
I can spell most everyday red words correctly, like they , were and once .		
I can spell some words which end with tion , sion , ssion and ation .		
I can set out non-fiction writing in clear sections, with a title and sub-headings.		
I can usually stay in the correct tense in my work.		
I can spell about a third of the words in the Year 3 high frequency word list.		
Comments and achievements:		



Writing Card: 3 Developing

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can start to understand how commas can be used to show a pause within a sentence.		
I can ensure that the tails of my letters don't cover up the writing below.		
I can ensure that most of my sentences make good sense.		
I can make sure that my capital letters are the right size next to my other writing.		
I can use inverted commas (" ") when I write to show words which are spoken.		
I can match the verb to the subject when I speak and write, for example: I did, they were and we were.		
I can understand what an adverb is and can sometimes use adverbs in my sentences.		
I can understand that nouns, adjectives, verbs and adverbs are all word classes.		
I can spell some words ending with ly like lonely, gently, usually and happily.		
I can use a or an correctly before the noun, like a pony or an elephant.		
I can spell words ending with sure and ture , like treasure and creature.		
I can identify and use a range of prepositions like behind, above, before and after.		
I can spell words ending with ing, er and ed which have double letters, like forgetting, forgotten, beginner and preferred.		
I can use a thesaurus to find more interesting vocabulary.		
I can spell a set of useful homophones like break/brake, hear/here and groan/grown.		
I can spell a few words ending with ous like famous, dangerous and curious.		
I can change from verbs from one tense to another, like walked/walk, went/go and made/make		
I can proof-read and discuss my own and others' work, making changes to improve the effect.		
I can spell some words with prefixes like dis, mis, super and anti.		
I can plan and write stories with a clear sequence, including characters and settings.		
I can spell most of the words in the Year 3 high frequency word list.		
Comments and achievements:		



Writing Card: 3 Embedded

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can regularly join my handwriting, ensuring that it is neat, easy to read and spaced out well.		
I can spell all of the words in the Year 3 high frequency word list.		
I can confidently put words into alphabetical order.		
I can independently use a dictionary to look up words.		
I can always use a or an before the noun.		
I can identify the four word classes within a sentence.		
I can use the four word classes within my own writing.		
I can use capital letters, full stops, question marks and exclamation marks frequently in my work without reminders.		
I can use commas to separate items within a list without reminders.		
I can spell a large amount of words with prefixes from the Year 3 and 4 spelling list, such as impossible , irregular , return , subheading and international .		
I can use a variety of conjunctions to join clauses in sentences, like when , before , after , while , so and because .		
I can start to identify main and subordinate clauses.		
I can spell words with ou like young , touch and country .		
I can often organise non-fiction writing in logical sections, with a title and subheadings, without reminders.		
I can independently use inverted commas when I write direct speech.		
I can spell a large number of words with suffixes from the Year 3 and 4 spelling list, like furniture , treasure , injection and possession .		
I can talk about my ideas in order to plan and draft before writing.		
I can check my work thoroughly and make changes which improve it.		
I can make helpful comments about other people's work.		
I can identify a wide range of prepositions.		
I can use a wide range of prepositions in my work.		
Comments and achievements:		



Writing Card: 4 Beginning

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can compose my sentences aloud or in my head first, to make sure they make sense.		
I can form all letters accurately, positioning them correctly on the line.		
I can write a range of sentences, punctuating them accurately with capital letters, full stops, ? and !		
I can join my lower case letters consistently.		
I can use commas in a list and know that there is no comma after the last but one item.		
I can experiment with writing sentences with more than one clause, using a comma to make it clear.		
I can use the space on the page well, starting my writing at the margin and leaving a line between each paragraph.		
I can use a range of conjunctions to make my writing flow.		
I can confidently put words into alphabetical order.		
I can identify and discuss the word classes noun, adjective, verb and adverb.		
I can spell a large amount of words with prefixes from the Year 3 and 4 spelling list, such as impossible, irregular, return, subheading and international .		
I can use a variety of conjunctions to join clauses in sentences, like when, before, after, while, so and because .		
I can start to identify main and subordinate clauses.		
I can spell words with ou like young, touch and country .		
I can often organise non-fiction writing in logical sections, with a title and subheadings, without reminders.		
I can independently use inverted commas when I write direct speech.		
I can spell a large number of words with suffixes from the Year 3 and 4 spelling list, like furniture, treasure, injection and possession .		
I can talk about my ideas in order to plan and draft before writing.		
I can check my work thoroughly and make changes which improve it.		
I can make helpful comments about other people's work.		
I can identify a wide range of prepositions.		
I can use a wide range of prepositions in my work.		
Comments and achievements:		



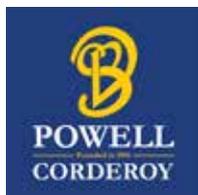
Writing Card: 4 Developing

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can write even-sized letters which can be read easily.		
I can use commas to separate a fronted adverbial, like: Suddenly , she ran away/ After a while , they went home.		
I can write a range of sentences, punctuating them accurately with capital letters, full stops, ? and !		
I can ensure that the tails of my letters don't interfere with the writing below.		
I can confidently use inverted commas to show direct speech when I write.		
I can identify the present and past tense and can change verbs from one to the other.		
I can match the verb to the subject when I speak and write - I did, they were and we were .		
I can identify and use suitable determiners in a sentence, like an, the, these, some and many .		
I can use dialogue when I compose stories trying to show what characters are like.		
I can identify the root word and the prefix or suffix.		
I can organise my writing into sections or basic paragraphs.		
I can spell some words with prefixes like in, il, im, re, sub, inter and auto .		
I can add detail by choosing words and phrases which describe characters, settings and plot.		
I can spell some words with the suffixes sian, cian and ly .		
I can set out non-fiction writing in logical sections, with a title and subheadings.		
I can spell words with the suffix ous like poisonous and courageous .		
I can use interesting vocabulary and use a thesaurus with increasing accuracy.		
I can spell a large set of useful homophones main/mane, heal/heel, scene/seen and piece/peace .		
I can choose the right features to suit the purpose of my writing.		
I can spell words spelt sc like science, scene and discipline .		
I can plan, redraft and develop my ideas before and during writing.		
I can spell most words in the Year 3 and 4 word list correctly.		
I can spell most words in the Year 4 high frequency word list correctly.		
Comments and achievements:		



Writing Card: 4 Embedded

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can ensure that my handwriting is fluent, joined and easy to read.		
I can take a new paragraph in the right place.		
I can say the 2 letters before or after any given letter and independently use a dictionary to look up words.		
I can identify and use determiners correctly and confidently when I speak and write, e.g. the, a, an, these, those, some, many .		
I can talk about the different word classes in my own writing.		
I create high quality noun phrases and adverbial phrases to expand my sentences and add detail.		
I can routinely punctuate my sentences using capital letters, full stops, ?, !, commas in lists and commas for fronted adverbials e.g. The next day, the mouse disappeared .		
I can spell an increasing number of words with prefixes in, il, im, re, sub, inter and auto e.g. immortal, irregular, reappear, submerge, anti-clockwise .		
I can use a variety of conjunctions to join clauses within sentences, and other connectives to make my paragraphs flow.		
I can use time connectives confidently.		
I can identify a main clause and subordinate clause without support.		
I can confidently spell words using ch to make different phonemes e.g. scheme, echo, chalet and brochure .		
I can independently organise my non-fiction writing into meaningful paragraphs, with information about similar things in each one.		
I can develop my initial ideas through discussion, so that I plan and draft my writing effectively.		
I confidently spell a large number of words with the suffixes cian, sion, tion and ssion like magician, extension, collision, confession and hesitation .		
I can identify a wide range of prepositions.		
I can use a range of prepositions throughout my own writing.		
I independently use an apostrophe to mark singular and plural possession, including irregular plurals e.g. the children's bags; the firemen's engine .		
I can spell most of the words in the Year 3-4 word list correctly, and use some in my writing, such as actually, believe, centre, particular and special .		
I accurately spell all the homophones in the Year 3-4 appendix, like medal/meddle, whose/who's, whether/weather and rein/reign/rain .		
I can spell all of the Year 4 high frequency words correctly.		
Comments and achievements:		



Writing Card: 5 Beginning

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can write sentences which are grammatically accurate and punctuated correctly, using capital letters, full stops, ?, ! and commas in a list.		
I join my lower case letters consistently.		
I can use a comma between the main clause and the subordinate clause, to make the meaning clear.		
I can write even-sized letters in a fluent writing style, which can be read easily.		
I can begin to punctuate a parenthesis/ embedded clause using a pair of commas, dashes or brackets.		
I can use the space on the page well, beginning each new paragraph in the right place.		
I can sometimes include a relative clause which begins with words like who, which or when .		
I can use my knowledge of phonemes to help me segment words to spell them.		
I can use a wide range of conjunctions to join ideas within sentences.		
I can spell about half the words on the Y3-4 word list.		
I can vary my connectives, including fronted adverbials, to introduce new ideas and paragraphs, to make my writing flow.		
I can use my knowledge of root words, prefixes and suffixes to help me spell a large number of words.		
I can use inverted commas reliably to show dialogue.		
I can spell the majority of words on the Y3-4 word list.		
I can maintain the same tense throughout my piece of writing.		
I can spell some on the Y5-6 list like forty and suggest .		
I can use a hyphen to join a prefix to a root word like re-enter and co-ordinate .		
I can use modal verbs like might, should or must , to show degrees of possibility.		
I can use apostrophes accurately most of the time.		
I can spell words with silent letters like knight, island and lamb .		

Comments and achievements:



Writing Card: 5 Developing

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can match the verb to the subject when I speak and write – I did, they were, we were.		
I can use precise vocabulary to communicate clearly to the reader.		
I can spell words with the long ee phoneme like receive, deceit, protein and seize.		
I can confidently use a dictionary and thesaurus to add to my vocabulary.		
I can spell words with the suffix ous which I have to think carefully about, like serious, delicious, cautious and courageous.		
I can find key themes or facts to write a summary.		
I can identify and choose suitable determiners such as some, these, the, an, a, several.		
I can spell words with ough which make different phonemes, like cough, bough, bought and rough.		
I can organise my writing into logical sections or paragraphs, including detail in some parts.		
I can spell some words with prefixes like in, il, im, re, sub, inter and auto.		
I can describe the characters, setting and plot with some interesting details.		
I can spell some words with the suffixes sion, cian and ly.		
I can organise my information in logical sections, using features such as title, sub-headings and bullet points.		
I spell some homophones from the Y5-6 set like guest/guessed, past/passed and cereal/serial.		
I can begin to understand and recognise the active and passive voice.		
I can use my knowledge of suffixes to change words like innocent/innocence, observant/observation and assistant/assistance.		
I can proofread and discuss my own and others' work, making changes to improve the effect.		
I can plan, redraft and develop my ideas before and during writing.		
I can spell about a third of the words in the Y5-6 word list correctly.		
Comments and achievements:		



Writing Card: 5 Embedded

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can ensure that my handwriting style is fluent and easy to read, even when I write at speed.		
I can use the space on the page well, beginning each new paragraph in the right place.		
I can spell about a third of the words on the Year 5-6 word list.		
I can identify and use determiners correctly and confidently when I speak and write, like every and those .		
I can use possessive determiners like my , their and your .		
I can write accurate relative clauses beginning with words like who , which , where , when and that – or an omitted pronoun e.g. The prize [that] I won was a book .		
I can routinely punctuate my sentences accurately.		
I can use commas to separate my clauses to make the meaning clear.		
I can write words spelt ei after c. For example; deceive , conceive , receive , deceit , receipt .		
I can use dashes, brackets and commas – sometimes to punctuate a parenthesis.		
I can spell hyphenated words like co-operate , co-ordinate and re-enter and know that a hyphen is different from a dash.		
I can discuss the active and passive voice when it crops up in my writing.		
I can usually write my passive verbs correctly e.g. The tree was shaken ; the grass was mown .		
I can use a dictionary and thesaurus independently to look up word meanings and expand my vocabulary.		
I can develop my initial ideas through discussion, so that I plan and draft my writing effectively.		
I can identify key information in both fiction and non-fiction texts, and can write a summary without much help.		
I can use dialogue to show what my characters are like and the events of my story.		
I can begin to achieve a good balance between narrative and dialogue.		
I can re-read and discuss my work and that of other people. I make meaningful improvements to my own and others' work.		
I can spell about half the words on the Year 5-6 word list.		
Comments and achievements:		



Writing Card: 6 Beginning

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can write sentences which are grammatically accurate and punctuated correctly.		
I can join my writing consistently.		
I can use a comma between the main clause and the sub-clause, to make the meaning clear.		
I can write even-sized letters in a fluent writing style, which can be read easily.		
I can punctuate an embedded clause using a pair of commas, dashes or brackets.		
I can quickly identify the subject and object of a sentence.		
I can ensure that my subject and verb always agree.		
I can use a wide range of conjunctions to join ideas within sentences.		
I can spell all of the words on the Year 3 and 4 spelling list.		
I can spell about a third of the words on the Year 5 and 6 spelling list, like leisure and symbol , including others with similar patterns.		
I can vary my connectives, including fronted adverbials, to introduce new ideas and paragraphs, to make my writing flow.		
I can use my knowledge of root words, prefixes and suffixes to help me spell.		
I can use dialogue to show events and characters.		
I can follow the rules for using inverted commas, remembering to start a new line for each new speaker.		
I can spell about half of the words on the Year 5 and 6 spelling list, like achieve and interrupt .		
I can maintain the same tense throughout my piece of writing.		
I can use the verb form has done or had done correctly.		
I can spell words with silent letters, like doubt , thistle and solemn .		
I can use precise and sophisticated language in both fiction and non-fiction writing.		
I can spell many words with the long ee phoneme, like receive , perceive and seize .		
I can find key themes or facts from texts to write a summary.		
I can organise my writing into clear paragraphs, developing detail in each one.		
Comments and achievements:		



Writing Card: 6 Developing

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can use the margin and space on my page well, presenting my paragraphs clearly.		
I can use a hyphen to join a prefix to a root word, for example co-operate .		
I can use a hyphen to make the meaning of a word clear, for example man-eating .		
I can confidently identify the word classes noun, adjective, verb and adverb, and use them to improve my writing.		
I can use apostrophes accurately and can explain their use.		
I can use Standard English correctly in both my speech and writing, avoiding double negatives.		
I can confidently use a dictionary to look up unfamiliar words.		
I can use a thesaurus to add synonyms to my vocabulary.		
I can spell words with the suffixes ible and able or ibly and ably , like adorable , considerably , incredibly and incredibly .		
I can identify and choose suitable determiners such as some , these , the , an , a and several .		
I can spell words with ough , like thorough , dough and plough .		
I can spell a growing set of words with prefixes, for example in , il , im , re , sub and inter .		
I can describe characters, setting and plot with precise details, to communicate clearly with my reader.		
I can add the suffixes ing and ed to words which need careful thought, like prefer/preferring and refer/referred/referee .		
I can independently adapt the features of my writing to suit its purpose.		
I can spell many homophones from the Year 5 and 6 set like licence/license , prophecy/prophesy and affect/effect .		
I can recognise the active and passive voice.		
I can experiment with using the active and passive voice in my writing.		
I can use a wide range of punctuation including ? ! , " " : ; () -		
I can use my knowledge of suffixes to change words like frequent/frequency and confident/confidence .		
I can regularly discuss, plan, redraft and develop my ideas before and during writing.		
I can proof-read my own and others' work, making changes to improve the effect.		
Comments and achievements:		



Writing Card: 6 Embedded

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can spell about three quarters of the words in the Year 5 and 6 word list, including other words with similar patterns.		
I can write at speed and have a personal handwriting style, which is fluent and legible.		
I can independently use a dictionary and thesaurus to define word meanings and to expand my vocabulary.		
I can identify synonyms like tasty and delicious .		
I can identify antonyms like special and ordinary .		
I can start to identify the subjunctive form, for example: If it were to rain...		
I can use a wide range of punctuation appropriately to avoid ambiguity in what I am trying to say.		
I can use a range of presentational devices which clearly guide the reader in my non-fiction writing.		
I can spell all the homophones from the Year 5 and 6 set, like principal/principle and bridal/bridle .		
I can identify the subject and object of the sentences I write.		
I can maintain the correct tense throughout my writing, including the perfect form of verbs, for example: He has collected some shells. / We had won the gold cup.		
I can deliberately include and discuss the use of the active and passive voice in my writing.		
I can write using a range of sentence lengths, including short sentences for dramatic effect.		
I can spell many words with the full range of affixes in the Year 5 and 6 spelling list, for example transferring , co-operate , preference , substantial , independence , artificial and nutritious .		
I can spell almost all of the words on the Year 5 and 6 word list.		
I can develop my initial ideas, both independently and through discussion, so that I plan, organise and draft my writing effectively.		
I can re-read and discuss my work and that of other people.		
I can frequently make meaningful improvements to my own and others' work.		
I can adapt and develop characters and settings from various sources when I write stories.		
Comments and achievements:		



Writing Card: 6 Mastery

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can vary my sentence structure for effect using a combination of simple and complex sentences.		
I can integrate dialogue within the body of the narrative to show what my characters are like, what they think, feel and do.		
I can ensure that my work remains in the same tense throughout.		
I can use a full range of punctuation marks correctly, including colons and semi-colons .		
I can write a story involving flashbacks or one story inside another.		
I can confidently organise my work into paragraphs and use a variety of linking devices, including adverbials or deliberate repetition .		
I can capture the reader's interest using figurative language, for example similes and metaphors .		
I can write with a convincing individual voice or point of view, which is established and sustained throughout my writing.		
I can sustain an appropriate style throughout my work for example a letter, a newspaper article and a story.		
I can choose my words carefully to have an impact on the reader and create particular effects.		
I can spell all of the Year 5 and 6 spellings accurately and some more ambitious and challenging words.		
I can deliberately shape and control my writing to meet the demands of the task.		
I can develop my ideas fully and produce writing that has a clear sense of beginning, middle and ending, engaging the reader throughout. (At least 6 paragraphs.)		
<p><u>Comments and achievements:</u></p>		

