LITERACY HOUR – *TARGET STATEMENTS* - RECORD SHEET.
YEAR 6.
As for Year 5 and ….

	Group.	**NAME.**												
		Date of birth.												
	Reading age.	/ = . / = .												
	Spelling age.	/ = . / = .												
WORD	**SPELLING** Use independent spelling strategies, including:	**Building up spelling by syllabic parts, using known prefixes, suffixes and common letter strings.**												
		Applying knowledge of spelling rules and exceptions.												
		Building words from other known words, and from awareness of the meaning or derivation of words.												
		Using dictionaries and I.T. spell checks.												
		Using visual skills, e.g. recognising common letter strings and checking critical features												
SENTENCE	**STYLE:** Language effects	Use well –chosen phrases such as adverbials, adventurous and precise vocabulary and other techniques such as sentence variation or figurative language, to contribute to the effectiveness of writing.												
	STYLE: Sentence construction	Secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects.												
		Write sentences in an appropriate and effective style, in relation to text type, audience and purpose.												
		Use conditional sentences and the passive voice												
	PUNCTUATION	Demarcate most sentences correctly with Year 5 range of punctuation marks. Secure the use of the comma to demarcate grammatical boundaries and to separate elements of a sentence, such as short phrases, clauses or items in a list.												
		Begin to make use of other punctuation marks such as the semi-colon												
TEXT	**PURPOSE AND ORGANISATION**	Use pronouns and tenses accurately to establish textual cohesion and to avoid ambiguity												
		Use arrange of connecting words and phrases appropriately in different text types.												
		Write with appropriate pace.												
		In narrative, create characters with some significant interaction between them through direct and reported speech, building characterisation through action, description and characters' responses.												
		In non-fiction structures, write appropriately, including relevant introduction and clear presentation of information or points which lead to a well –drawn conclusion, often relating the subject to the reader.												
		Use paragraphs to distinguish the structure of different texts.												
		Relate events logically so that writing is coherent and provides good coverage of the main topic												
		Use the range of different types of connectives to write coherently.												
		Keep writing lively, to interest, inform or persuade the reader through, for example, the ways in which characters or events are developed and commented upon or by providing persuasive reasons with examples.												
	PROCESS	Plan quickly and effectively, including the conclusion.												
		Polish own poetry for performance.												
		Use I.T. to plan, revise and edit writing for publication.												
		Discuss and select appropriate style and form to suit specific purpose and audience, drawing on knowledge of different texts.												