

WRITING TARGETS AND FEEDBACK SHEET

Name:	Date:	Class:
Title/Task:	Text Type:	

Red		Yellow		Green	
very poor	poor	satisfactory	good	very good	excellent
<ul style="list-style-type: none"> • <i>little effort, not your best</i> • <i>many errors</i> • <i>untidy, poor presentation</i> • <i>Wilma/Wilf not achieved</i> • <i>Stop and get help</i> 		<ul style="list-style-type: none"> • <i>good effort but could be better</i> • <i>some errors but mostly correct</i> • <i>mostly neat presentation</i> • <i>Wilma/Wilf partly achieved</i> • <i>Continue with care</i> 		<ul style="list-style-type: none"> • <i>super effort</i> • <i>no or very few errors</i> • <i>beautifully presented</i> • <i>Wilma/Wilf fully achieved</i> • <i>Go!</i> 	

Criteria	WILMA (What I'm Learning More About)	Colour
Criteria	WILF (What I'm Looking For)	Colour

Criteria	Spelling	Colour
1.	Use further prefixes and suffixes and understand how to add them (<i>Sp 4:1-4:10; GH 4:1,2</i>)	Y
Criteria	Handwriting	Colour
Criteria	Composition	Colour
8.	Plan writing by discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar (<i>text type prompts and planning scaffolds LKS2</i>)	G
9.	Draft & write by composing & rehearsing sentences orally, progressively building a varied vocabulary & an increasing range of sentence structures (<i>pupil prompts LKS2; GH 4:9-11</i>)	G
Criteria	Grammar and Punctuation	Colour
17.	Extend the range of sentences with more than one clause by using a wider range of conjunctions, adverbs or propositions (<i>GH 4:10-13,16,17,21</i>)	G
23.	Use and punctuate direct speech using inverted commas and other punctuation: a comma after the reporting clause, end punctuation within inverted commas (<i>GH 4:24,25</i>)	Y

Comment / Personal Target	Stage 4