**Writing Targets**

**Year 1**

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| TRANSCRIPTION | Spelling | Spell | I can spell words containing each of the 40+ phonemes that I have learnt. |
| I can spell my common exception words. |
| I can spell the days of the week. |
| Name letters | I can name the letters of the alphabet in order. |
| I can use letter names to tell the difference between different spellings of the same sound. |
| Prefixes and Suffixes | I can use the spelling rule for adding ‘–s’ or ‘–es’ to show when nouns are plural (more than one) and when verbs are in the third person.  |
| I can use the prefix ‘un–‘.  |
| I can use ‘–ing’, ‘–ed’, ‘–er’ and ‘–est’ where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].  |
| Apply Rules | I can use my spelling rules to spell words correctly. |
| Writing from memory | If my teacher says a sentence, I can write it down using what I know about my letters and sounds (including GPCs and common exception words). |
| Handwriting | I can sit correctly at a table, holding a pencil comfortably and correctly |
| I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place. |
| I can write capital letters correctly. |
| I can write the digits 0 to 9. |
| I understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways). I can practise these. |
| COMPOSITION | Write | I can say out loud what I am going to write about. |
| I can say a sentence out loud before I write it and I know that this helps me to write it properly! |
| I can put my sentences together to make a story (narrative). |
| I can re-read what I have written to make sure that it all makes sense. |
| Discuss | I can discuss what I have written with my teacher and my friends. |
| Read | I can read my writing aloud, clearly enough to be heard by my friends and my teacher. |
| GRAMMAR, PUNCTUATION AND VOCABULARY | I can leave spaces between my words. |
| I can join words and clauses using ‘and’. |
| I am beginning to punctuate sentences using a capital letter and a full stop. |
| I can sometimes use question marks or exclamation marks…and I know why! |
| I can use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’. |
| I can use some grammar terms that I have learnt to discuss my writing. |

**Year 2**

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| TRANSCRIPTION | Spelling | I can segment spoken words into phonemes and know which grapheme matches the sound. I can spell many of these correctly.  |
| I am learning new ways of spelling phonemes, and learn some words with each spelling, including a few common homophones.  |
| I can spell some common exception words. |
| I can spell more words with contracted forms. |
| I am starting to use the possessive apostrophe (singular) [for example, the girl’s book]. |
| I can tell the difference between some homophones and near-homophones. |
| I can add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly.  |
| I can write from memory some simple sentences read out by my teacher that include words using the GPCs, common exception words and punctuation that I have learnt so far. |
| Handwriting | I can make sure that my lower case letters are the right size. |
| I have started using some of the diagonal and horizontal strokes needed to join letters and I understand which letters are best left unjoined. |
| I write capital letters and digits the correct size compared to my lower case letters. |
| I use spacing between words depending on the size of my letters.  |
| COMPOSITION | Positive Attitudes and stamina for writing | I can write narratives (stories) about personal experiences and those of others (real and fictional). |
| I can write about real events. |
| I can write some poetry.  |
| I can write for lots of different reasons and think about why I am writing! |
| Planning | I can plan what I am going to write about, saying it out loud.  |
| I can write down my ideas and/or some key words, including new vocabulary that I have learnt! |
| I can think about what I want to say, sentence by sentence. |
| Evaluating and Editing | I can tell my teacher and my friends what is good about my writing and what I can do to make it even better! |
| I can reread my writing to check that it makes sense and that my verbs are in the correct tense (including verbs in the continuous form). |
| I can proofread to check if I have got any of my spellings wrong – and those full stops and capital letters too! |
| I can read my writing out loud with a voice that shows my audience the feeling I want to give! |
| GRAMMAR, PUNCTUATION AND GRAMMAR | I can use full stops and capital letters correctly,  |
| I can use exclamation marks and question marks. |
| I can use commas for lists. |
| I can use apostrophes to shorten words and to show possession (singular). |
| I can use sentences that are: statements, questions, exclamations, commands. |
| I can use expanded noun phrases to describe and give my readers more detail [for example, the blue butterfly].  |
| I use the present and past tenses correctly, including the progressive form. |
| I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) to help to add more information to my sentences. |
| I know some features of written Standard English. |
| I can use and understand some grammatical terms that I have learnt. |

**Year 3**

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| TRANSCRIPTION | Spelling | I can use prefixes and suffixes and understand how to add them |
| I spell most of my homophones correctly! |
| I can spell words that people often get wrong. |
| I can place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]  |
| I can use the first 2 or 3 letters of a word to check its spelling in a dictionary |
| If my teacher reads out some sentences, I can write them down from memory…and get the punctuation right! |
| Handwrit-ing | I use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined! |
| My handwriting is improving – people can read it and I am becoming more consistently neat!  |
| COMPOSITION | Planning | I can discuss pieces of writing similar to those that I am planning to write so that I can understand and learn from its structure, vocabulary and grammar.  |
| I can discuss and record ideas (my own and ‘magpieing’ others!) |
| Drafting | I can compose and rehearse some of my sentences orally (including dialogue), to see what sounds good. I can then build an appropriate vocabulary and think about different ways of writing sentences, like starting with different types of words! |
| I can organise my paragraphs around a theme – for subject, time and place. |
| I can create different settings, characters and plots in my narratives (stories) and think about how to describe them. |
| In non-narrative (non-fiction), I can use simple organisational devices like headings and sub-headings.  |
| Evaluating and Editing | I can assess my own writing and check whether it has the effect that I want it to have. I can do the same with others’ writing and suggest how it might be better. |
| I can think about how changes to grammar and vocabulary might improve my writing and the effect it might have on the reader (like openers and mixing sentence lengths). |
| I can use pronouns and other useful nouns in sentences so I don’t repeat myself. |
| I proofread my writing for spelling and punctuation errors...all of the time! |
| I can read my own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear and it has the effect on the audience that I want it to have! |
| GRAMMAR, PUNCTUATION AND VOCABULARY | I can write lots of different types of sentences by using connectives (conjunctions), including: when, if, because, although. |
| I can use the present perfect form of verbs in contrast to the past tense. |
| I can choose nouns or pronouns appropriately to make my writing clear, to help cohesion and to avoid repetition. |
| I can use time conjunctions to help my reader understand when things are happening and to improve the flow of my writing. |
| I can use adverbs in different parts of my sentences to show how something happens, using fronted adverbials if it gives the right effect. |
| I use commas after my fronted adverbials. |
| I can use prepositions to give my readers an idea of where things are going on! |
| I can use apostrophes to show possession with plural nouns (more than one thing!).  |
| I can use direct speech and punctuate it correctly with inverted commas and commas where necessary. |
| I can use grammatical terms to explain why I have chosen to use different types of words, phrases and sentences. |

**Year 4**

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| TRANSCRIPTION | Spelling | I can use prefixes and suffixes and understand how to add them |
| I spell most of my homophones correctly! |
| I can spell words that people often get wrong. |
| I can place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]  |
| I can use the first 2 or 3 letters of a word to check its spelling in a dictionary |
| If my teacher reads out some sentences, I can write them down from memory…and get the punctuation right! |
| Handwrit-ing | I use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined! |
| My handwriting is improving – people can read it and I am becoming more consistently neat!  |
| COMPOSITION | Planning | I can discuss pieces of writing similar to those that I am planning to write so that I can understand and learn from its structure, vocabulary and grammar.  |
| I can discuss and record ideas (my own and ‘magpieing’ others!) |
| Drafting | I can compose and rehearse some of my sentences orally (including dialogue), to see what sounds good. I can then build an appropriate vocabulary and think about different ways of writing sentences, like starting with different types of words! |
| I can organise my paragraphs around a theme – for subject, time and place. |
| I can create different settings, characters and plots in my narratives (stories) and think about how to describe them. |
| In non-narrative (non-fiction), I can use simple organisational devices like headings and sub-headings.  |
| Evaluating and Editing | I can assess my own writing and check whether it has the effect that I want it to have. I can do the same with others’ writing and suggest how it might be better. |
| I can think about how changes to grammar and vocabulary might improve my writing and the effect it might have on the reader (like openers and mixing sentence lengths). |
| I can use pronouns and other useful nouns in sentences so I don’t repeat myself. |
| I proofread my writing for spelling and punctuation errors...all of the time! |
| I can read my own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear and it has the effect on the audience that I want it to have! |
| GRAMMAR, PUNCTUATION AND SPELLING | I can write lots of different types of sentences by using connectives (conjunctions), including: when, if, because, although. |
| I can use the present perfect form of verbs in contrast to the past tense. |
| I can choose nouns or pronouns appropriately to make my writing clear, to help cohesion and to avoid repetition. |
| I can use time conjunctions to help my reader understand when things are happening and to improve the flow of my writing. |
| I can use adverbs in different parts of my sentences to show how something happens, using fronted adverbials if it gives the right effect. |
| I use commas after my fronted adverbials. |
| I can use prepositions to give my readers an idea of where things are going on! |
| I can use apostrophes to show possession with plural nouns (more than one thing!).  |
| I can use direct speech and punctuate it correctly with inverted commas and commas where necessary. |
| I can use grammatical terms to explain why I have chosen to use different types of words, phrases and sentences. |

**Year 5**

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| TRANSCRIPTION | Spelling | I can use further prefixes and suffixes and understand the guidance for adding them. |
| I can spell some words with ‘silent’ letters [for example, knight, psalm, solemn]. |
| I continue to distinguish between homophones and other words which are often confused. |
| I use my knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt differently…because they don’t follow the usual rules! |
| I can use dictionaries to check the spelling and meaning of words. |
| I can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. |
| I can use a thesaurus to help me find different synonyms to improve my writing. |
| HW | I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters |
| I choose the writing implement that is best suited for a task. |
| COMPOSITION | Planning | I can identify who my audience is what the purpose of the writing is…what am I trying to achieve? |
| I select the appropriate form and use other similar writing as models for my own writing. |
| I can note down and develop my initial ideas, drawing on reading and research where necessary. |
| In writing narratives, I consider how authors have developed characters and settings in what I have read, listened to or seen performed before. |
| Drafting and Writing | I can select appropriate grammar and vocabulary and I understand how my choices of sentence length, word order and different punctuation points can change and enhance meaning for my readers. |
| In narratives, I can use my vocabulary to describe settings, characters and atmosphere |
| I can integrate dialogue into my writing (where it is appropriate and adds to the effect) to help convey my characters and advance the action! |
| I can précis longer passages to summarise and can make them more concise if they don’t have the impact that I want. |
| I can use a wide range of devices to build cohesion within and across paragraphs. |
| I use further organisational and presentational devices to structure my text and to guide the reader [for example, headings, bullet points, underlining].  |
| Evaluating and Editing | I assess the effectiveness of my own and others’ writing. |
| I propose specific changes to vocabulary, grammar and punctuation to enhance the writing’s effects and clarify meaning. |
| I ensure that I use a consistent correct tense throughout a piece of writing. |
| I ensure that I use correct subject and verb agreement when using singular and plural. |
| I distinguish between the language of speech and writing and choose the appropriate register. |
| I proofread for spelling and punctuation errors…all of the time! |
| I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
| GRAMMAR, PUNCTUATION AND VOCABULARY | I recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. |
| I can use passive verbs to affect the presentation of information in a sentence and I realise how the word order of my object and subject can impact on the meaning and feeling. |
| I can use the perfect form of verbs to mark relationships of time and cause. |
| I can use expanded noun phrases to convey complicated information concisely. |
| I can use modal verbs or adverbs to indicate degrees of possibility (could, would, should, etc). |
| I can use relative clauses beginning with who, which, where, when, whose, instead of repeating a pronoun unnecessarily. |
| I can use commas to separate main and subordinate (or subordinate and subordinate) clauses in my writing – this helps to clarify meaning or avoid ambiguity. |
| I can use hyphens to avoid ambiguity (e.g. skeleton-like bushes). |
| I can use brackets, dashes or commas to indicate parenthesis (and the use of embedded clauses). |
| I can use semicolons, colons or dashes to mark boundaries between two independent (main) clauses.  |
| I can use a colon to introduce a list, where appropriate. |
| I can correctly use bullet points where needed.  |
| I can use grammatical terms to explain why I have chosen to use different types of words, phrases and sentences. |

**Year 6**

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| TRANSCRIPTION | Spelling | I can use further prefixes and suffixes and understand the guidance for adding them. |
| I can spell some words with ‘silent’ letters [for example, knight, psalm, solemn]. |
| I continue to distinguish between homophones and other words which are often confused. |
| I use my knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt differently…because they don’t follow the usual rules! |
| I can use dictionaries to check the spelling and meaning of words. |
| I can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. |
| I can use a thesaurus to help me find different synonyms to improve my writing. |
| HW | I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters |
| I choose the writing implement that is best suited for a task. |
| COMPOSITION | Planning | I can identify who my audience is what the purpose of the writing is…what am I trying to achieve? |
| I select the appropriate form and use other similar writing as models for my own writing. |
| I can note down and develop my initial ideas, drawing on reading and research where necessary. |
| In writing narratives, I consider how authors have developed characters and settings in what I have read, listened to or seen performed before. |
| Drafting and Writing | I can select appropriate grammar and vocabulary and I understand how my choices of sentence length, word order and different punctuation points can change and enhance meaning for my readers. |
| In narratives, I can use my vocabulary to describe settings, characters and atmosphere |
| I can integrate dialogue into my writing (where it is appropriate and adds to the effect) to help convey my characters and advance the action! |
| I can précis longer passages if they don’t have the impact that I want. |
| I can use a wide range of devices to build cohesion within and across paragraphs. |
| I use further organisational and presentational devices to structure my text and to guide the reader [for example, headings, bullet points, underlining].  |
| Evaluating and Editing | I assess the effectiveness of my own and others’ writing. |
| I propose specific changes to vocabulary, grammar and punctuation to enhance the writing’s effects and clarify meaning. |
| I ensure that I use a consistent correct tense throughout a piece of writing. |
| I ensure that I use correct subject and verb agreement when using singular and plural. |
| I distinguish between the language of speech and writing and choose the appropriate register. |
| I proofread for spelling and punctuation errors…all of the time! |
| I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
| GRAMMAR, PUNCTUATION AND VOCABULARY | I can use full stops and capital letters accurately and can edit for these, as well as exclamation marks and question marks where appropriate. |
| I can use commas to separate main and subordinate (or subordinate and subordinate) clauses in my writing – this helps to clarify meaning or avoid ambiguity. |
| I can use the perfect form of verbs to mark relationships of time and cause. |
| I can use expanded noun phrases to convey complicated information concisely. |
| I can use modal verbs or adverbs to indicate degrees of possibility (could, would, should, etc). |
| I can use relative clauses beginning with who, which, where, when, whose, instead of repeating a pronoun unnecessarily. |
| I can use hyphens to avoid ambiguity (e.g. skeleton-like bushes). |
| I can use brackets, dashes or commas to indicate parenthesis (and the use of embedded clauses). |
| I can use semicolons, colons or dashes to mark boundaries between two independent (main) clauses.  |
| I can use a colon to introduce a list, where appropriate. |
| I can correctly use bullet points where needed.  |
| I can use grammatical terms to explain why I have chosen to use different types of words, phrases and sentences. |