**Information for Parents/Carers**

**Writing Targets - A Year 1 Writer**

|  |
| --- |
| **Transcription** |
| Spelling |
| I can identify known phonemes in unfamiliar words. |
| I can use syllables to divide words when spelling. |
| I use what I know about alternative phonemes to narrow down possibilities for accurate spelling. |
| I can use the spelling rule for adding ‘s’ or ‘es’ for verbs in the 3rd person singular.  |
| I can name all the letters of the alphabet in order. |
| I can use letter names to show alternative spellings of the same phoneme. |
| Handwriting |
| I can sit correctly at a table, holding a pencil comfortably and correctly. |
| I can form lower case letters in the correct direction, starting and finishing in the right place. |
| I can form capital letters and digits 0-9. |
| **Composition** |
| I can compose a sentence orally before writing it. |
| I can sequence sentences in chronological order to recount an event or experience.  |
| I can re-read what I have written to check that it makes sense. |
| I leave spaces between words. |
| I know how the prefix ‘un’ can be added to words to change meaning. |
| I can use the suffixes ‘s’, ‘es’, ‘ed’, and ‘ing’ within my writing.  |
| **Grammar and punctuation** |
| Sentence structure |
| I can combine words to make a sentence. |
| I can join two sentences using ‘and’. |
| Text structure |
| I can sequence sentences to form a narrative. |
| Punctuation |
| I can separate words using finger spaces. |
| I can use capital letters to start a sentence. |
| I can use a full stop to end a sentence. |
| I can use a question mark. |
| I can use an exclamation mark. |
| I can use capital letters for names. |
| I can use ‘I’. |

**Information for Parents/Carers**

**Writing Targets**

**Exceeding Year 1 Expectations**

|  |
| --- |
| I can write short stories about something personal to me. |
| I can sequence a short story or series of events related to my learning in other lessons. |
| My writing makes sense to the reader without additional explanation. |
| I am confident in changing the way sentences start. |
| I can make sentences longer and use words other than ‘and’ and ‘then’ to join ideas together. |
| I can use new words for the first time in stories or explanations and I enjoy experimenting with new words. |
| I know which letters sit below the line and which are tall letters. |
| I am consistent in my use of lower case and capital letters. |
| I sound out spelling when I am not sure and I can come up with phonetically close attempts at spelling unfamiliar words. |
| I can spell almost all of the words in the Year 1 and 2 list accurately.  |

**Information for Parents/Carers**

**Writing Targets - A Year 2 Writer**

|  |
| --- |
| **Transcription** |
| Spelling |
| I can segment spoken words into phonemes and record these as graphemes. |
| I can spell words with alternatives spellings, including a few common homophones. |
| I can spell longer words using suffixes such as ‘ment’, ‘ness’, ‘ful’, ‘less’, ‘ly’. |
| I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling. |
| I can identify phonemes in unfamiliar words and use syllables to divide words. |
| Handwriting |
| I can form lower-case letters of the correct size relative to one another. |
| I can begin to use some of the diagonal and horizontal strokes needed to join letters. |
| I show that I know which letters are best left unjoined. |
| I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. |
| I use spacing between words that reflects the size of the letters. |
| **Composition** |
| I can write narratives about personal experiences and those of others, both real and fictional. |
| I can write for different purposes, including real events. |
| I can plan and discuss the content of writing and record my ideas. |
| I am able to orally rehearse structured sentences or sequences of sentences. |
| I can evaluate my own writing independently, with friends and with an adult. |
| I can proof-read to check for errors in spelling, grammar and punctuation. |
| **Grammar and punctuation** |
| Sentence structure |
| I can use subordination and co-ordination. |
| I can use expanded noun phrases. |
| I can say how the grammatical patterns in a sentence indicate its function.  |
| Text structure |
| I consistently use the present tense and past tense correctly. |
| I can use the progressive forms of verbs in the present and past tense. |
| Punctuation |
| I use capital letters for names of people, places, days of the week and the personal pronoun ‘I’. |
| I use question marks and exclamation marks correctly. |
| I can use commas to separate items in a list. |
| I can use apostrophes to show where letters are missing and to mark singular possession in nouns.  |

**Information for Parents/Carers**

**Writing Targets**

**Exceeding Year 2 Expectations**

|  |
| --- |
| My descriptions are clear enough for people to recognise what is meant, even when things are not named. |
| I use some phrases and words that I come across in reading. |
| I use words like ‘suddenly’ or ‘amazingly’, so that writing grips the reader’s interest. |
| My stories have interesting endings that have been carefully thought about. |
| I am consistent in using the *first* or *third* person. |
| I keep my writing interesting throughout and I am not be tempted to look at quick ways to finish it. |
| I check that capital letters, commas and question marks are used when needed and I attempt to use speech marks. |
| I use a dictionary to check the spellings of words. |
| I use specific nouns when needed, e.g. ‘terrier’ instead of ‘dog’. |
| I take time to describe characters and events within stories, rather than move from one event to another. |

**Information for Parents/Carers**

**Writing Targets - A Year 3 Writer**

|  |
| --- |
| **Transcription** |
| Spelling |
| I can spell words with additional prefixes and suffixes and understand how to add them to root words. |
| I recognise and spell homophones. |
| I can use the first two or three letters of a word to check its spelling in a dictionary.  |
| I can spell words which are in a family correctly. |
| I can spell the commonly mis-spelt words from the Y3/4 word list. |
| I can identify the root in longer words. |
| Handwriting |
| I use the diagonal and horizontal strokes that are needed to join letters. |
| I understand which letters should be left unjoined. |
| **Composition** |
| I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.  |
| I can compose sentences using a wider range of structures. |
| I can write a narrative with a clear structure, setting, characters and plot. |
| I can produce non-narrative writing using simple organisational devices such as headings and sub-headings. |
| I can suggest improvements to my own writing and that of others.  |
| I can make improvements to grammar, vocabulary and punctuation. |
| I use a range of sentences with more than one clause by using a range of conjunctions. |
| I use the perfect form of verbs to mark the relationship of time and cause.  |
| I can proof-read to check for errors in spelling and punctuation. |
| **Grammar and punctuation** |
| Sentence structure |
| I can express time, place and cause by using conjunctions, adverbs and prepositions.  |
| Text structure |
| I am starting to use paragraphs. |
| I can use headings and sub headings. |
| I can use the present perfect form of verbs instead of the simple past. |
| Punctuation |
| I can use inverted commas to punctuate direct speech. |

**Information for Parents/Carers**

**Writing Targets**

**Exceeding Year 3 Expectations**

|  |
| --- |
| I can use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations. |
| I give careful thought to the planning of writing and re-read it as a matter of course. |
| I ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding. |
| I use words that have not been used before when describing events, characters and feelings. |
| I can use powerful verbs to show character or add impact. |
| I can vary sentences, adding phrases to make the meaning more precise. |
| I can include descriptions of events and characters in a variety of styles and can sometimes use humour. |
| I can describe characters and include feelings and emotions where needed. |
| I can choose the most appropriate style of writing to suit the needs of the situations, eg: poems, lists, letters, reports. |
| I can check punctuation and use speech marks and apostrophes accurately. |

**Information for Parents/Carers**

**Writing Targets - A Year 4 Writer**

|  |
| --- |
| **Transcription** |
| Spelling |
| I can spell words with prefixes and suffixes and can add them to root words. |
| I can recognise and spell homophones. |
| I can use the first two or three letters of a word to check a spelling in a dictionary. |
| I can spell the commonly mis-spelt words from the Y3/4 word list. |
| Handwriting  |
| I can use the diagonal and horizontal strokes that are needed to join letters. |
| I understand which letters should be left unjoined. |
| My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. |
| **Composition** |
| I can compose sentences using a range of sentence structures. |
| I can orally rehearse a sentence or a sequence of sentences. |
| I can write a narrative with a clear structure, setting and plot. |
| I can improve my writing by changing grammar and vocabulary to improve consistency. |
| I use a range of sentences which have more than one clause.  |
| I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.  |
| I can use direct speech in my writing and punctuate it correctly. |
| **Grammar and punctuation** |
| Sentence structure |
| I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. |
| I can use fronted adverbials.  |
| Text structure |
| I can write in paragraphs.  |
| I make an appropriate choice of pronoun and noun within and across sentences. |
| Punctuation |
| I can use inverted commas and other punctuation to indicate direct speech. |
| I can use apostrophes to mark plural possession. |
| I can use commas after fronted adverbials.  |

**Information for Parents/Carers**

**Writing Targets**

**Exceeding Year 4 Expectations**

|  |
| --- |
| I am prepared to carry out some research to find words that are particular to the event being written about. |
| I can check to see if there are any sentences that can be re-organised so as to give my writing a greater impact. |
| I can deliberately use short sentences to speed up action sequences. |
| I can use dialogue and reactions from other characters to make my character interesting. |
| I can recognise when a simile may generate more impact than a metaphor, and vice versa. |
| I can recognise when it is reasonable to allow direct speech to tell the reader more about an individual’s personality. |
| I can recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about. |
| I know how to re-order sentences so that they create maximum effect. |
| I can vary my choice of pronouns correctly to refer to the first, second and third person, both singular and plural. |
| I can use commas or ellipses in order to create greater clarity and effect in my writing. |

**Information for Parents/Carers**

**Writing Targets - A Year 5 Writer**

|  |
| --- |
| **Transcription** |
| Spelling |
| I can form verbs with prefixes. |
| I can convert nouns or adjectives into verbs by adding a suffix. |
| I understand the rules for adding prefixes and suffixes. |
| I can spell words with silent letters. |
| I can distinguish between homophones and other words which are often confused. |
| I can spell the commonly mis-spelt words from the Y5/6 word list. |
| I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. |
| I can use a thesaurus. |
| I can use a range of spelling strategies.  |
| Handwriting  |
| I can choose the style of handwriting to use when given a choice.  |
| I can choose the handwriting that is best suited for a specific task.  |
| **Composition** |
| I can discuss the audience and purpose of the writing. |
| I can start sentences in different ways. |
| I can use the correct features and sentence structure matched to the text type we are working on. |
| I can develop characters through action and dialogue.  |
| I can establish a viewpoint as the writer through commenting on characters and events. |
| I can use grammar and vocabulary to create an impact on the reader. |
| I can use stylistic devices to create effects in writing. |
| I can add well-chosen detail to interest the reader. |
| I can summarise a paragraph. |
| I can organise my writing into paragraphs to show different information or events.  |
| **Grammar and punctuation** |
| Sentence structure |
| I can use relative clauses. |
| I can use adverbs or modal verbs to indicate a degree of possibility.  |
| Text structure |
| I can build cohesion between paragraphs. |
| I can use adverbials to link paragraphs.  |
| Punctuation |
| I can use brackets, dashes and commas to indicate parenthesis. |
| I can use commas to clarify meaning or avoid ambiguity.  |

**Information for Parents/Carers**

**Writing Targets**

**Exceeding Year 5 Expectations**

|  |
| --- |
| I can use paragraphs to structure the plot in narrative writing, showing changes in time, place and events. |
| I can use changes in time and place to guide the reader through the text. |
| I can use paragraphs to organise information logically and shape a non-fiction text effectively.  |
| I can sustain and develop an idea within a paragraph, introducing it with a topic sentence. |
| I can close text with reference to its opening. |
| I can re-order sentences to create an impact on the reader. |
| I can use expanded noun phrases to add well thought out detail to writing. |
| I can use punctuation to clarify the meaning of sentences e.g. commas to mark phrases and clauses. |
| I can use dialogue effectively and punctuate it accurately. |

**Information for Parents/Carers**

**Writing Targets - A Year 6 Writer**

|  |
| --- |
| **Transcription** |
| Spelling |
| I can convert verbs into nouns by adding a suffix. |
| I can distinguish between homophones and other words which are often confused. |
| I can spell the commonly mis-spelt words from the Y5/6 word list. |
| I understand that the spelling of some words need to be learnt specifically.  |
| I can use any dictionary or thesaurus. |
| I use a range of spelling strategies.  |
| Handwriting  |
| I can choose the style of handwriting to use when given a choice.  |
| I can choose the handwriting that is best suited for a specific task.  |
| **Composition** |
| I can identify the audience for and purpose of the writing. |
| I can choose the appropriate form and register for the audience and purpose of the writing. |
| I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. |
| I use a range of sentence starters to create specific effects. |
| I can use developed noun phrases to add detail to sentences. |
| I use the passive voice to present information with a different emphasis.  |
| I use commas to mark phrases and clauses.  |
| I can sustain and develop ideas logically in narrative and non-narrative writing. |
| I can use character, dialogue and action to advance events in narrative writing. |
| I can summarise a text, conveying key information in writing.  |
| **Grammar and punctuation** |
| Sentence structure |
| I can use the passive voice. |
| I can vary sentence structure to suit formal and informal writing. |
| Text structure |
| I can use a variety of organisational and presentational devices appropriate to the text type. |
| I write in paragraphs which can clearly signal a change in subject, time, place or event. |
| Punctuation |
| I can use the semi-colon, colon and dash. |
| I can use the colon to introduce a list and the semi-colon within lists. |
| I can use a hyphen to avoid ambiguity. |

**Information for Parents/Carers**

**Writing Targets**

**Exceeding Year 6 Expectations**

|  |
| --- |
| I can choose the appropriate style and form for the purpose and audience of my writing.  |
| I can use techniques to engage the reader, for example, personal comments, opening hook, flashback.  |
| I can write paragraphs with a clear focus.  |
| I can write paragraphs with different structures and lengths. |
| I can link ideas within and between paragraphs with a range of cohesive devices, for example, connecting adverbs/adverbials, use of pronouns.  |
| I can use different sentence structures and lengths to suit the purpose and audience of my writing. |
| I can use a range of sentence types for impact and specific effect on the reader.  |
| I can control complex sentences, manipulating the clauses to achieve specific effects.  |
| I can use punctuation to convey and clarify meaning, including the colon and semi-colon.  |
| I can make precise and specific word choices according to the text type and audience.  |
| I can summarise longer texts precisely, identifying the key information.  |
| I can use the passive voice confidently, for example, to create suspense, or in a science investigation, or an historical or geographical report.  |
| I can use the subjunctive in the most formal writing to express a wish or a suggestion for the future.  |