

Writing Targets

Name: _____

		<u>Composition</u> Application	<u>Target or Achieved</u>	
			Pupil	Teacher
Y1	I can talk about what I am going to write about, including saying my sentence out loud before writing it.			
	I can join my sentences to make a story.			
	I can read my sentence to check it makes sense.			
	I can discuss my writing.			
Y2	I can read my sentences so children can hear and understand me.			
	I can write narratives that are real or fiction, including writing a long piece of text about a real event.			
	I can write for different purposes, including poetry.			
	I can plan my writing by writing down ideas and vocabulary and talking about each sentence.			
	I can add, remove or change words in my writing by evaluating with teachers and peers.			
	I can read my work to make sure it makes sense and for spelling, punctuation and grammar errors.			
Y3	I can read aloud my work with confidence, using the tone of my voice to make it clear.			
	I can plan my writing by discussing it and talking about improvements using examples from writers I like.			
	I can plan my writing by discussing the important parts to have in it (story, poem, non-fiction, etc.)			
	I can draft and re-write my work, making improvements based on the grammar and punctuation I know.			
	I can use paragraphs to group together similar ideas.			
	I can draft and write descriptive work that describes characters, settings and plots.			
	I can draft and write instructions using headings and sub-headings to organise my work.			
	I can evaluate and edit my work by changing grammar and vocabulary to make it more interesting for my audience.			
Y4	I can read aloud my work to check for spelling and punctuation errors.			
	I can read my work out with confidence to make it sound interesting, using the right tone and volume.			
	I can plan and improve my writing by using examples/structure from writers, discussing and recording my ideas.			
	I can draft and improve by reading aloud, choosing better vocabulary and sentence structures.			
	I can use paragraphs to organise my writing so that block of text flow and ideas are grouped together.			
	I can create settings, characters and plots that excite my audience. I can organise my non-narrative writing.			
Y5	I can evaluate, edit and suggest improvements for my work and others' work.			
	I can edit and improve my grammar, punctuation and spelling to improve the way my work reads.			
	I can read my work confidently to make it interesting, controlling the tone and volume so the meaning is clear.			
	I can plan my writing by identifying the audience and purpose and using similar writing as models.			
	I can plan by noting and developing initial ideas, drawing upon my reading skills.			
	I can plan my writing considering how authors have developed their characters and settings.			
	I can draft and write using the correct grammar and punctuation for my age.			
	I can draft & write stories describing settings, characters, atmosphere, including speech to show personality/ mood.			
	I can summarise longer passages.			
	I can build cohesion within paragraphs and links between paragraphs.			
	I can use organisational and presentational devices to structure my text.			
	I can use different verb forms with consideration for the audience.			
Y6	I can evaluate and edit the effectiveness of my own and others' writing.			
	I can give feedback on the vocabulary, grammar and punctuation to make writing clearer.			
	I can edit my work to have the correct tense throughout.			
	I can correct spelling errors with a dictionary.			
	I can proof-read for punctuation errors for my age.			
	I can perform my work confidently to make it interesting, controlling the tone/volume so the meaning is clear.			
	I can change my writing to fit the audience and purpose, choose the correct form and change sentence structure for purpose.			
	I can plan my writing by recording first thoughts and building upon those ideas, using ideas from what I have read/seen/found out.			
	I can plan a detailed character or setting to have an effect on the reader, using ideas from what I have read/seen.			
	I can use grammar and vocabulary suited to the purpose of my writing.			
Y6	I can draft and write stories describing settings, characters and atmosphere, including speech to show personality or mood and to move the action forward.			
	I can accurately summarise longer passages.			
	I can link ideas across paragraphs using a wide range of cohesive devices; repetition of words/phrases, grammatical connections and ellipses.			
	I can use organisational and presentational devices to structure my text and guide the reader.			
	I can evaluate and edit the effectiveness of my own and others' writing with reasoning.			
	I can propose reasoned changes to the grammar, vocabulary and punctuation to make it clearer.			
	I can edit my work to have consistent and correct use of tense throughout.			
	I can proof-read for spelling errors for my age, correcting them with a dictionary.			
I can proof-read for punctuation errors for my age.				
I can perform my work confidently to make it interesting, controlling the tone/volume so the meaning is clear.				

Writing Targets

Name: _____

		<u>Punctuation</u> Application	<u>Target or Achieved</u>	
			Pupil	Teacher
Y1	I can use capital letters correctly and full stops.			
	I can use capital letters and full stops correctly and commas when writing a list			
Y2	I can sometimes use question marks and exclamation marks correctly.			
	I can use apostrophes correctly for possession and omission (Mr Yelling's class don't like it).			
Y3	I can begin to use inverted commas for speech.			
	I can use speech punctuation correctly ("capital to start and punctuation inside", new line for new speaker).			
Y4	I can use apostrophes to mark plural possession (the girl's name, the girls' names).			
	I can use a comma after a fronted adverbial.			
Y5	I can use brackets, commas or dashes to indicate parenthesis.			
	I can use commas to make my writing clear to the reader (avoid ambiguity).			
Y6	I can use semi-colon, colon and dashes to mark the boundary between independent clauses.			
	I can use colons to introduce a list and semi-colons within the list.			
	I can use bullet points to list information.			
	I can use hyphens to avoid ambiguity.			

		<u>Grammar</u> Application	<u>Target or Achieved</u>	
			Pupil	Teacher
Y1	I can put words together to make sentences.			
	I can use the conjunction "and".			
	I can add "s" or "es" to words to make them plurals.			
Y2	I can use the conjunctions "when, if, that, because, or, but".			
	I can tell if a sentence is a question, exclamation, command or statement.			
	I can use the correct tense.			
Y3	I can use description in my writing.			
	I can understand when to use "a" or "an" in front of a word.			
	I can express time, place or cause using coordinating and subordinating conjunctions (when, before, after, while), adverbs (then, next, soon, therefore) or prepositions (before, after, during, in, because of).			
	I can begin to use paragraphs to group similar information.			
	I can use headings and sub-headings.			
Y4	I can use the present perfect form of verbs (he has gone out to play).			
	I can understand the grammatical difference between plural and possessive "-s".			
	I can use standard English verb forms for tense (we were, not we was).			
	I can use adjectives and fronted adverbials to make my writing interesting.			
Y5	I can use paragraphs to organise ideas around a theme.			
	I can use a range of pronouns to aid cohesion and avoid repetition.			
	I can use relative clauses (who, which, where, when, whose, that).			
	I can use a wide range of sentence structures, sometimes varying their position in the sentence.			
	I can indicate degrees of possibility using adverbs (perhaps, surely) and modal verbs (might, should, will, must).			
Y6	I can build cohesion within a paragraph (then, after that, this, firstly) and link ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her before).			
	I can use passive voice to change a sentence.			
	I can understand the different structures for formal and informal speech.			
	I can link ideas across paragraphs using a wide range of cohesive devices (repetition of a word/phrase, adverbials and ellipses).			
	I can use layout devices (headings, sub-heading, columns, bullet points, tables) to structure text.			
	I can use the perfect form of verbs to mark relationships of time and cause.			
Y6	I can use expanded noun phrases to explain complicated information simply.			

		<u>Handwriting</u> Application	<u>Target or Achieved</u>	
			Pupil	Teacher
Y1	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.			
Y2	In most of my writing, I can join lower case letters of the correct relative size for one another.			
	I can write capital letters and digits of the correct size, orientation and relationship to one another.			
	I can use spacing between words that reflects the size of the letters.			
Y3	I can increasingly use joined handwriting that is legible and consistent in quality - ascenders and descenders are parallel and equidistant and do not touch.			
Y4	I can write increasingly legibly, fluently and with increasing speed - choosing the writing implement that is best suited to a task.			
Y5				
Y6				

Writing Targets

Name: _____

		<u>Spelling</u>	
		Application	Target or Achieved
		Pupil	Teacher
Y1	I can spell words containing the letter sounds I have been taught (phonics - vowel digraphs and trigraphs)		
	I can spell the days of the week.		
	I can name the alphabet in order.		
	I know the plural rule and can use s/es in the right place (cats, dogs, catches).		
	I can use the prefix un- and suffixes -ing, -ed, -er, -est (hunting, hunted, hunter).		
Y2	I can spell most common exception words for Year 2 (said, says, were, your, they, here, there, where, friend).		
	I can spell most words that have been shortened (can't, didn't, doesn't, hasn't couldn't, it's, I'll, I've).		
	I can spell words that use an apostrophe to show possession (Mr Yelling's, the girl's, the man's).		
	I can spell words that sound the same but are spelt differently (homophones: there/their/they're, bye/by/buy, to/too/two, hare/hair, here/hear, quiet/quite, one/won, sun/son, night/knight).		
	I can use the suffixes -ment, -ness, -ful, -ly to most longer words (enjoyment, happiness, careful, happily).		
Y3	I can use the prefixes un-, dis-, mis-, re-, pre- (misbehave, disagree, refresh).		
	I can use suffixes beginning with a vowel to words with more than one syllable. I can use the suffix -ly.		
	I can spell word endings sounding "zh" sure and "ch" ture and "zhun" sion.		
	I can spell more homophones (bored/board, key/quay, great/grate, plain/plane, whose/who's, knot/not).		
	I can spell the sound "i" spelt "y" in the middle of words (gym/myth); "u" spelt "ou" (young/trouble); "k" spelt "ch" (school/echo); "sh" spelt "ch" (machine); "ay" spelt "ei/eigh/ey" (eight/they).		
Y4	I can use the first 2/3 letters of a word to check its spelling in a dictionary.		
	I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-. I can use the suffixes -ation, -ous.		
	I can add ending sound "shun" spelt "-tion/-sion/-ssion/-cian" (invention/magician); "g" spelt "-gue" (tongue); "k" spelt "-que" (unique); and sound "s" spelt "sc" (science).		
	I can spell more homophones (allowed/aloud, through/threw, accept/except, missed/mist, weather/whether).		
	I can spell Year 3/4 words and common exception words.		
Y5	I can use the possessive apostrophe correctly in words with regular/irregular plurals (girls'/children's).		
	I can use the first 3/4 letters of a word to check its spelling in a dictionary.		
	I can add ending sound "shus" spelt "-cious/-tious" (vicious/cautious); "shil" spelt "-cial/-tial" (official, partial).		
	I can spell words ending "-ant/-ance/ancy/-ent/-ence/-ency"; and "-able/-ible/-ably/-ibly".		
	I can spell words containing "ough" (bought). I can spell some words with silent letters (knight).		
Y6	I can spell words from the Year 5/6 list including more complex words.		
	I can use knowledge of root words, prefixes and suffixes to help my spelling.		
	I can use a dictionary and thesaurus.		
	I can add suffixes beginning with a vowel to words ending "-fer" (preferring). I can use prefixes using a hyphen (co-ordinate/re-enter).		
	I can distinguish between homophones.		
	I can spell most words correctly, including words that are often misspelt.		
	I know some word spellings need to be learnt specifically.		

		<u>Vocabulary</u>	
		Application	Target or Achieved
		Pupil	Teacher
Y1	I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.		
Y2	I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past/present), apostrophe, comma.		
Y3	I can identify word families based on root words.		
Y3	I can explain what these words mean: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas or speech marks.		
Y4	I can explain what these words mean: determiner, pronoun, possessive pronoun, adverbial		
Y5	I can convert nouns or adjectives into verbs (using -ate, -ise, -ify).		
Y5	I can explain what these words mean: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.		
Y6	I can understand how words are related by meaning (synonyms/antonyms).		
Y6	I can explain what these words mean: subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points.		