

**Writing Targets**

Child's Name: \_\_\_\_\_

**A Year 1 Writer**

<b>TARGETS</b>	<b>SEEN</b>	<b>SECURE</b>
<b><u>Transcription</u></b>		
<b>Spelling</b>		
I can spell words containing each of the 40+ phonemes already taught, including plausible attempts.		
I can use syllables to divide words when spelling.		
I can use the spelling rule for adding 's' or 'es' for verbs in the 3 <sup>rd</sup> 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 sound.		
I can spell the days of the week.		
I can write from memory simple sentences dictated by the teacher that include words from the GPCs and common exception words taught so far.		
<b>Handwriting</b>		
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, making distinctions in most writing between ascenders and descenders.		
I can form capital letters and digits 0-9.		
<b>Composition</b>		
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 can use effective words in my writing, such as 'one day', 'suddenly', 'in the end'.		
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.		
I can use simple features correctly (eg greetings in a letter, numbers in a list)		
<b><u>Grammar and Punctuation</u></b>		
<b>Sentence structure</b>		
I can combine words to make a sentence.		
I can join two sentences using 'and'.		
<b>Text structure</b>		
I can sequence sentences to form a narrative and simple non-fiction texts.		

<b>Punctuation</b>		
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 of people, places and days of the week.		
I can use 'I'.		
I can use the relevant terminology outlined for Year 1 in the National Curriculum: Letter; capital letter; word; singular; plural; sentence; punctuation; full stop; question mark; exclamation mark		

**Writing Targets**

Child's Name: \_\_\_\_\_

**A Year 2 Writer**

TARGETS	SEEN	SECURE
<b><u>Transcription</u></b>		
<b>Spelling</b>		
I can segment spoken words into phonemes and record these as graphemes, spelling many accurately.		
I can spell words with alternative spellings, including a few common homophones.		
I can spell common exception words.		
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.		
I can write from memory simple sentences dictated by the teacher that include words from the GPCs, common exception words and punctuation taught so far.		
<b>Handwriting</b>		
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.		
<b>Composition</b>		
I can write narratives about personal experiences and those of others, both real and fictional.		
I can plan and discuss the content of writing and record my ideas.		
I can describe characters and use some dialogue.		
I can vary some sentence openings (not always with the subject)		
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.		

<b><u>Grammar and punctuation</u></b>		
<b>Sentence structure</b>		
I can use subordination (when, if, that, because) and co-ordination (or, and, but).		
I can use expanded noun phrases.		
I can say how the grammatical patterns in a sentence indicate its function.		
<b>Text structure</b>		
I consistently use the present tense and past tense correctly.		
I can use the progressive forms of verbs in the present and past tense.		
<b>Punctuation</b>		
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.		
I can use the relevant terminology outlined for Year 2 in the National Curriculum: Year 1 terminology, noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, tense (past, present), apostrophe, comma		

**Writing Targets**

**Child's Name:** \_\_\_\_\_

**A Year 3 Writer**

TARGETS	SEEN	SECURE
<b><u>Transcription</u></b>		
<b>Spelling</b>		
I can spell words with endings sounding like -sure, -ture, -sion		
I can spell endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian		
I can spell words with the /k/ sound spelt ch (Greek in origin)		
I can spell words with the /ʃ/ sound spelt ch (mostly French in origin)		
I can spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)		
I can spell words with the /s/ sound spelt sc (Latin in origin)		
I can spell words with the /eɪ/ sound spelt ei, eigh, or ey		
<b>Handwriting</b>		
I use the diagonal and horizontal strokes that are needed to join letters.		
I understand which letters should be left unjoined.		
My handwriting is improving in its legibility, consistency and quality.		
<b>Composition</b>		
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 and wider range of phrases to sequence events (moving on from 'first, then, next')		
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 proof-read to check for errors and 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 have begun to use figurative language including similes.		

<b><u>Grammar and punctuation</u></b>		
<b>Sentence structure</b>		
I can express time, place and cause by using conjunctions, adverbs and prepositions.		
<b>Text structure</b>		
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.		
I can use the 1 <sup>st</sup> or 3 <sup>rd</sup> person consistently		
<b>Punctuation</b>		
I can use inverted commas to punctuate direct speech.		
I can place the possessive apostrophe accurately in words with regular plurals.		
I can use the relevant terminology outlined for Year 3 in the National Curriculum: Year 1 & 2 terminology, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')		

**Writing Targets**

**Child's Name:** \_\_\_\_\_

**A Year 4 Writer**

<b>TARGETS</b>	<b>SEEN</b>	<b>SECURE</b>
<b><u>Transcription</u></b>		
<b>Spelling</b>		
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.		
<b>Handwriting</b>		
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.		
<b>Composition</b>		
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 proof-read and 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.		
I can use techniques to get the reader onside (eg addressing them directly, slogans, appealing to the readers' judgement)		
I can develop mood and atmosphere using a range of vocabulary		
I can include descriptive detail to evoke a setting or provoke sympathy or dislike for a character.		
<b><u>Grammar and punctuation</u></b>		
<b>Sentence structure</b>		
I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.		
I can use fronted adverbials.		
I can use Standard English forms for verb inflections (eg <i>we were</i> not <i>we was</i> and <i>I did</i> not <i>I done</i> )		

<b>Text structure</b>		
I can write in paragraphs, which shift to indicate a change of setting, character or time.		
I make an appropriate choice of pronoun and noun within and across sentences.		
<b>Punctuation</b>		
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.		
I can use the relevant terminology outlined for Year 4 in the National Curriculum: Year 1-3 terminology, determiner, pronoun, possessive apostrophe, adverbial.		

**Writing Targets**

**Child's Name:** \_\_\_\_\_

**A Year 5 Writer**

TARGETS	SEEN	SECURE
<b><u>Transcription</u></b>		
<b>Spelling</b>		
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.		
<b>Handwriting</b>		
I can choose the style of handwriting to use when given a choice that is best suited to the task		
I can write legibly, fluently and with increasing speed.		
<b>Composition</b>		
I can discuss the audience and purpose of the writing, writing in a variety of genres and forms, taking account of different audiences and purposes.		
I can start sentences in a variety of ways.		
I can use the correct subject and verb agreement when using singular and plural		
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. ('showing not telling')		
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 build cohesion within and between paragraphs.		
I can proof-read and edit to improve the accuracy and consistency of my writing.		

<b><u>Grammar and punctuation</u></b>		
<b>Sentence structure</b>		
I can use relative clauses beginning with eg who, which, where, when, whose, that.		
I can use adverbs or modal verbs to indicate a degree of possibility.		
<b>Text structure</b>		
I can build cohesion between paragraphs.		
I can use adverbials to link paragraphs.		
<b>Punctuation</b>		
I can use brackets, dashes and commas to indicate parenthesis.		
I can use commas to clarify meaning or avoid ambiguity.		
I can use the relevant terminology outlined for Year 5 in the National Curriculum: Year 1-4 terminology, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.		

**Writing Targets**

**Child's Name:** \_\_\_\_\_

**A Year 6 Writer**

TARGETS	SEEN	SECURE
<b><u>Transcription</u></b>		
<b>Spelling</b>		
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 can use any dictionary or thesaurus.		
I use a range of spelling strategies, including knowledge of morphology and etymology, and understand that the spelling of some words needs to be learnt specifically.		
<b>Handwriting</b>		
I can choose the style of handwriting to use when given a choice that is best suited to the task, and use make appropriate choices when presenting information.		
I can write legibly, fluently and with increasing speed.		
<b>Composition</b>		
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 can explain and justify my choices in all aspects of writing in relation to the impact on the reader.		
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 can make precise vocabulary, sentence length, sentence complexity and punctuation choices.		
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.		
I can proof-read and edit to improve the accuracy and consistency of my writing.		

<b><u>Grammar and punctuation</u></b>		
<b>Sentence structure</b>		
I can vary sentence structure to suit formal and informal writing and to express subtleties in meaning.		
<b>Text structure</b>		
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, and which link across paragraphs using a wider range of cohesive devices.		
<b>Punctuation</b>		
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.		
I can use the relevant terminology outlined for Year 6 in the National Curriculum: Year 1-5 terminology, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.		

## Moving beyond Year 6 Expectations

**In all the stated aspects of writing, pupils will be expected to explain and justify their choices in relation to the impact on the reader**

### Effect on audience

- **selects appropriate style and form to suit specific purpose and audience drawing upon knowledge of different text types**
- **varies vocabulary with confidence in order to create effects; ambitious and precise vocabulary choices** *e.g. can discuss alternative vocabulary choices that they could have used and rejected, and explain why they ultimately decided upon the one chosen*
- uses apt figurative language to create extended imagery; creates vivid pictures in the reader's mind through inference and suggestion as well as the literal *e.g. through "showing, not telling"; some imagery is sustained across the text e.g. recurring, significant motifs, references to particular elements ("the sun watched over them... the sun hid itself amongst the clouds, as though it were embarrassed by their actions... and now it was dark and the damage had been done")*
- **demonstrates a sustained awareness of the reader through pacing, elaboration and justification and use of devices consistent with the text type (cliffhangers, dramatic pauses, flashbacks, shifts in viewpoint)**
- **controls elaboration and imaginative detail**, for example influence of earlier events on what follows in a narrative; illuminating selection of the subject's formative early experiences in a biography
- develops increasingly sophisticated and mature themes that show some insight of social and cultural issues outside of own experience
- **in non-fiction, when writing on complex topics, takes account of multi-faceted viewpoints, acknowledges situations that do not have a simple solution and offers considered opinion**
- **establishes convincing voice (for example an expert view, an authoritative stance) or appropriate register (for example sustained formal, impersonal and technical language for official writing)**
- **attempts to express complex ideas as simply and clearly as possible; uses nouns/verbs and phrases with precision**
- **evaluates and edits own and others' writing for ideas, organisation, sentence fluency and viewpoint**

### Sentence structure and punctuation

- **uses a range of sentence types to create fluid blocks of text or to create textual effects (repetition to convey boredom; a series of short sentences for anger; a jarring movement between sentences to create a sense of shock)**
- makes some confident and assured use of formal language, for example nominalisation (*e.g. 'hedgehogs hibernate in winter in order to...'* could be expressed as: *'hedgehogs' winter hibernation allows...'*) or the use of the subjunctive mood
- breaks conventions in order to achieve specific effects (*e.g. starting a series of sentences with 'but' to suggest frustration, repetition of speech-like structures to suggest distress: 'and he, he knew it would hurt me'*)
- **manipulates tense for effect and sustains control throughout e.g. a script for a "live" news broadcast written in various tenses: 'eyewitnesses have claimed that the suspect circled the victim...reports are coming in that...the chief inspector has just confirmed that support will be drawn from neighbouring forces...'**
- modifiers are used to qualify, intensify, emphasise or generalise; for example unintentional consequences; unanimously agreed
- **uses full range of punctuation accurately; avoids overuse of more sophisticated marks – choices are careful and apt**
- marks question tags with a comma; uses single quotation marks to denote a quote embedded in direct speech
- **evaluates and edits for punctuation and grammar with precision**

### Text organisation

- where appropriate, indicates the structure of the whole text in the opening paragraph
- **develops material so that it supports the coherent organisation of ideas into paragraphs for example chronology, moving from the general to the particular, moving from big picture description to smaller, more significant detail**
- **uses a range of devices within and between paragraphs to achieve cohesion and employs a range of features that signpost direction of the text for the reader, e.g. topic sentences to introduce paragraphs; conjunctions/adverbials to indicate agreement or contrasts; thematic links between paragraphs and across whole texts**
- **controls organisation of the text to take account of the reader's possible reaction/questions/opinion, e.g. ranking information in order of importance; greater weight given to points of interest; anticipating objections or acknowledging contentious material**
- where appropriate, uses graphical features to guide the reader through a text, *e.g. headings/subheadings, underlining, hyperlinks, diagrams*