Targets for 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 3rdperson 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 comfortable 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 and 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'.

These targets are for your child to work on and achieve by the end of the academic year.

Targets for 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, day of the week and the personal pronoun 'I'.
•I correctly use question marks and exclamation marks,
•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.

These targets are for your child to work on and achieve by the end of the academic year.

Targets for 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 correctly which are in a family.
•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 write non-narrative 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.



These targets are for your child to work on and achieve by the end of the academic year.

Targets for a Year 4 Writer

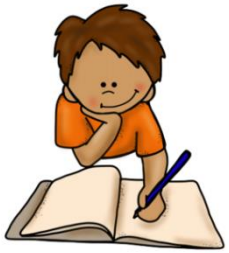
Transcription

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 use commas after fronted adverbials.

These targets are for your child to work on and achieve by the end of the academic year.

Targets for 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.



These targets are for your child to work on and achieve by the end of the academic year.

Targets for 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

Grammar and punctuation

Sentence structure
•I can use the passive voice.
•I vary sentence structure depending whether formal or informal.

Text structure
•I can use a variety of organisational and presentational devices correct 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 semi-colon within lists.
•I can use a hyphen to avoid ambiguity



These targets are for your child to work on and achieve by the end of the academic year.