

# 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 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 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'.

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### 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 alternative 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.

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### 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.

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### 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.