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Year 1

Writing Targets

Name _____

	Child Speak Target		Greater Depth Target	
	Transcription			
K	<i>I can spell my word list accurately.</i>		<i>I can spell my word list accurately when I am writing sentences.</i>	
	<i>I can spell some unusual words correctly.</i>		<i>I can spell more unusual words correctly and use them correctly in my writing.</i>	
	<i>I can spell the days of the week.</i>		<i>I can spell the days of the week and use them in a sentence.</i>	
K	<i>I know the names of all the letters of the alphabet in order.</i>		<i>I know the names of all the letters of the alphabet in order and out of order.</i>	
	<i>I know some sounds can be spelled in different ways using different letters.</i>		<i>I use a range of sounds that can be spelled in different ways using different letters.</i>	
	<i>I use word endings such as -s and -es to change a word to mean more than one.</i>		<i>When writing sentences, I use word endings such as -s and -es to change a word to mean more than one</i>	
	<i>I know how to add un- at the beginning of a word to create a new word.</i>		<i>I add un- at the beginning of a word to create a new word when I am writing sentences.</i>	
	<i>I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper.</i>		<i>I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper and can use them in my writing.</i>	
	<i>I can spell the words correctly in my Year 1 spelling list.</i>		<i>I can correctly spell the words correctly in my Year 1 spelling list when I write sentences.</i>	
K	<i>I can write out a sentence told to me by my teacher.</i>		<i>I can write out a longer more difficult sentence told to me by my teacher.</i>	
	Handwriting			
	<i>When writing, I sit and hold a pencil correctly.</i>		<i>When writing, I always sit and hold a pencil correctly without help.</i>	
K	<i>I can write some of my letters correctly, starting and finishing in the right place.</i>		<i>I can write lower case letters correctly, starting and finishing in the right place.</i>	
	<i>I can write some capital letters.</i>		<i>I can carefully write capital letters that are all the same size.</i>	
	<i>I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.</i>		<i>I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly and use them in my work.</i>	
	<i>I can tell you how some letters are similar and can be put into groups.</i>		<i>I can tell you how some letters are similar and can be put into groups. I can write them correctly in my writing.</i>	
	Composition			
	<i>Before I write a sentence, I can say out loud what I am going to write.</i>		<i>Before I write longer sentences, I can say out loud what I am going to write that includes more detail.</i>	
	<i>I can think of and say a sentence before I write it.</i>		<i>I can think of and say longer sentences before I write it without support.</i>	
K	<i>I can write a text by thinking of a list of sentences in the order I need.</i>		<i>I can write a text by thinking of a list of sentences, ordering them in a creative way.</i>	
K	<i>I check my sentences make sense by re-reading them.</i>		<i>Independently, I check my sentences make sense by carefully re-reading them.</i>	
	<i>I can discuss what I have written with the teacher or my friends.</i>		<i>I can discuss what I have written with the teacher or my friends, saying what is good and what could be improved.</i>	
	<i>I can read aloud my own writing so my friends and the teacher can hear me.</i>		<i>I can confidently read aloud my own writing so my friends and the teacher can hear me.</i>	

Vocabulary Grammar Punctuation			
	<i>When I write, I leave spaces between my words.</i>		<i>When I write, I leave spaces between my words without being reminded.</i>
	<i>I can add together two sentences using 'and'.</i>		<i>I can add together two sentences that are about the same idea using 'and'</i>
K	<i>I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work.</i>		<i>I can tell you where I would use a capital letter, a full stop, question marks or exclamation marks in my work.</i>
	<i>I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I.</i>		<i>In my writing, I use a capital letter for the names of people, places, the days of the week and when I use I.</i>
	<i>I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes.</i>		<i>In my sentences, I can make words mean more than one object by adding -s or -es. For example: dog and dogs or wish and wishes.</i>
	<i>I can add endings such as -ing and -ed to words to make new words.</i>		<i>I can add endings such as -ing and -ed to words to make new words in my writing.</i>
	<i>I understand how adding un to the beginning of some words changes the word to mean the opposite.</i>		<i>When discussing, I show I understand how adding un to the beginning of a range of words changes the word to mean the opposite.</i>
	<i>I know that words can be put together to build sentences.</i>		<i>I can put words together independently to build sentences.</i>
	<i>I can use the grammar rules set out in my grammar list.</i>		<i>I can use the grammar rules set out in my grammar list independently</i>