

YEAR 1
WRITING CHILD SPEAK TARGETS

Composition and Text Structure

I can say out loud what I'm going to write about.

I can say my sentence before writing it.

I can re-read what I have written to check that it makes sense.

I can put my sentences in order.

I can sequence my ideas in my writing.

Vocabulary and Grammar

I can put words together to make a sentence.

I can use 'and' in my sentence.

Punctuation

I can separate words using finger spaces.

I am beginning to use full stops to end a sentence.

I am beginning to use capital letters to start a sentence.

I am beginning to use a question mark or an exclamation mark (? and !).

I can use capital letters for names.

I can use capital letters for places and days of the week.

I can use a capital letter for 'I'.

Handwriting

I can sit correctly at the table when I am writing.

I can hold my pencil correctly and use it well.

I am beginning to form lower case letters accurately.

I can form capital letters and digits 0-9.

Spelling

I can use my knowledge of phonics to spell simple words.

I can use simple spelling rules including digraphs and trigraphs.

I can spell words like - said, my, so, you, she, be and 'high frequency words'.

I can use the spelling rule for adding 's' or 'es'

I can use 'un' for prefixes.

I can use 'est' for suffixes.

I can spell compound words like - bedroom, football.

YEAR 2
WRITING CHILD SPEAK TARGETS

Composition and Text Structure

I can write narratives about personal experiences, both real and fiction.

I can plan and discuss the content of writing and record my ideas.

I can say my sentences or sequences of sentences before I write them.

I can evaluate my own writing independently, with friends and with adults.

I can read my writing to check for errors in spelling, grammar and punctuation.

Vocabulary and Grammar

I am beginning to write clear sentences that make sense.

I can write sentences that make sense.

I am beginning to use coordination (or, and, but, so) in my writing.

I can use co-ordination (or, and, but, so) in my writing.

I am beginning to use subordination (when, if, that, because) in my writing.

I can use subordination (when, if, that, because) in my writing.

I am beginning to use adjectives to describe the noun.

I can use adjectives to describe the noun (expanded noun phrases).

I am beginning to use commands, exclamations or questions.

I am beginning to use the present tense and past tense correctly.

I consistently use the present tense and past tense correctly.

Punctuation

I can use full stops to end a sentence.

I can use capital letters to start a sentence

I correctly use question marks and/ or exclamation marks.

I can use commas to separate items in a list.

I can use apostrophes.

Handwriting

I can form lower-case letters of the correct size.

I am starting to join some letters.

I can write capital letters and digits (0-9) of the correct size and orientation.

Spelling

I can use my knowledge of alternative phonemes for accurate spelling.

I can spell common exception words (e.g. said, my, so, you, she, be) and HFW's.

I can add suffixes to spell longer words such as 'ment', 'ness', 'ful', 'less', 'ly'.

YEAR- 3
WRITING CHILD SPEAK TARGETS

Composition and Text Structure

I can often compose sentences using a wider range of structures and vocabulary.

I can often write a narrative with a clear structure, setting, characters and plot.

I can often write non-narrative using different layouts.

I can often group my ideas into different sections.

I can often group my ideas into paragraphs.

I can often edit my work for improvements to grammar, vocabulary and punctuation.

Vocabulary and Grammar

I can use coordination (or, and, but, so).

I am beginning to extend the range of sentences with more than one clause.

I can often use adjectives to describe the noun (expanded noun phrases).

I can often use adverbs.

I can often use fronted adverbials (e.g. Yesterday, in the park. So...)

I can confidently use prepositions.

Punctuation

I can consistently use full stops to end a sentence.

I can consistently use capital letters to start a sentence

I can correctly use question marks and/ or exclamation marks.

I can use commas to separate items in a list.

I can use apostrophes.

I can often use commas after fronted adverbials (e.g. Then, At home,)

I can often punctuate direct speech.

Handwriting

I can consistently form upper and lower-case letters of the correct size.

I can consistently join most letters and know which letters are best left unjoined.

I am usually writing neatly and clearly.

Spelling

I am beginning to apply spelling rules for suffixes (e.g. forgetting, beginner) and also 'sion, ly, ous.

I am beginning to apply prefixes (e.g. dis mis in etc.)

I can use my knowledge of alternative phonemes for accurate spelling. (e.g. road, rode).

I am beginning to spell the commonly mis-spelt words from the Y3/4 word list.

I am beginning to use a dictionary accurately.

YEAR- 4
WRITING CHILD SPEAK TARGETS

Composition and Text Structure

I can compose sentences using a wider range of structures and vocabulary.

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 group my ideas into different sections.

I can group my ideas into paragraphs.

I can edit my work for improvements to grammar, vocabulary and punctuation.

Vocabulary and Grammar

I can securely use coordination (or, and, but, so).

I can extend the range of sentences with more than one clause.

I can choose nouns or pronouns appropriately.

I can securely use adjectives to describe the noun (expanded noun phrases).

I can securely use adverbs.

I can securely use fronted adverbials (e.g. Yesterday, in the park. So...)

I can confidently use prepositions.

Punctuation

I can securely use full stops to end a sentence.

I can securely use capital letters to start a sentence

I correctly use question marks and/ or exclamation marks.

I can securely use commas to separate items in a list.

I can securely use apostrophes.

I can securely use commas after fronted adverbials (e.g. Then, At home,)

I can securely use inverted commas and other punctuation for direct speech.

Handwriting

I can securely form upper and lower-case letters of the correct size.

I can securely join most letters accurately.

Spelling

I can securely apply spelling rules for suffixes (e.g. forgetting, beginner) and also 'sion, ly, ous.

I can securely apply prefixes (e.g. dis mis in etc.)

I can securely use my knowledge of alternative phonemes for accurate spelling. (e.g. road, rode).

I can securely spell the commonly mis-spelt words from the Y3/4 word list.

I can use a dictionary accurately.

YEAR- 5
WRITING CHILD SPEAK TARGETS

Composition and Text Structure

I can often write to suit the audience and purpose.

I can often describe settings, character and atmosphere in narratives.

I can often integrate dialogue to develop the character and advance the action.

I can often write non-narrative using - such as headings, sub heading, bullet points, underlining.

I can often group my ideas into paragraphs to show different information or events.

I can often make links between paragraphs e.g. using conjunctions, adverbials, or dialogue.

I can often edit my work for improvements to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning.

I can often start a sentence in different ways.

I can often use stylistic devices to create effects in writing.

I can often add well-chosen detail to interest the reader.

Vocabulary and Grammar

I can often extend the range of structures that are appropriate for the style of writing, including subjunctive forms (e.g. *I suggest that he study*)

I can often use adverbs or modal verbs to indicate a degree of possibility.

I can often use relative clauses.

I can often use passive verbs to affect the information.

I can often use passive form of verbs to convey meaning.

I can often write sentences that are grammatically accurate.

Punctuation

I can often use a wider range of punctuation - brackets, dashes and commas to indicate parenthesis.

Handwriting

I can write neatly, legibly and fluently.

I can often use choose the style of handwriting that is best suited for a task.

I can form upper and lower-case letters of the correct size relative to one another.

Spelling

I can apply spelling rules for suffixes and prefixes.

I can often spell words with silent letters.

I can distinguish between homophones and other words which are often confused.

I can often spell the commonly mis-spelt words from the Y5/6 word list.

I can use a dictionary and a thesaurus.

I can use a range of spelling strategies.

YEAR- 6
WRITING CHILD SPEAK TARGETS

Composition and Text Structure

I can write to suit the audience and purpose.

I can describe settings, character and atmosphere in narratives.

I can integrate dialogue to develop the character and advance the action.

I can write non-narrative using - such as headings, sub heading, bullet points, underlining.

I can group my ideas into paragraphs to show different information or events.

I can make links between paragraphs e.g. using conjunctions, adverbials, pronouns or dialogue.

I can edit my work for improvements to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning.

I can start a sentence in different ways.

I can use stylistic devices to create effects in writing.

I can add well- chosen detail to interest the reader.

I can use correct tense throughout my writing.

Vocabulary and Grammar

I can extend the range of structures that are appropriate for the style of writing.

I can use adverbs or modal verbs to indicate a degree of possibility.

I can use relative clauses.

I can use passive verbs to affect the information.

I can use the passive form of verbs to convey meaning.

I can write sentences that are grammatically accurate.

I can use expanded noun phrases to convey complicated information concisely.

Punctuation

I can use a wider range of punctuation correctly - brackets, hyphens, dashes and commas to indicate parenthesis, semi-colons, colons, and bullet points.

Handwriting

I can write neatly, fluently and legibly (e.g. ascenders and descenders are parallel)

I can choose the style of handwriting that is best suited for a task.

I am forming upper and lower-case letters of the correct size relative to one another and know which letters are best left unjoined.

Spelling

I can apply spelling rules for suffixes and prefixes.

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 a dictionary and a thesaurus.

I can use a range of spelling strategies.

