

Writing

Targets

Composition	
Year 1 expectation	Year 2 expectation
<p>I can write simple sentences or phrases that match the task I have been given.</p> <p>I can join my sentences together to make a story.</p> <p>I can read my sentence out loud and check that it makes sense.</p> <p>I am starting to use some adjectives.</p> <p>My writing has phrases or words that make it match its purpose. (e.g. Once upon a time, or imperative verbs in instructions)</p>	<p>I can write for different purposes, writing long and short pieces of work.</p> <p>I can write about things I have done and things that others have done.</p> <p>I can write a longer piece of text about a real event.</p> <p>I can write a simple poem.</p> <p>I can plan my writing by writing down my ideas, and/or key words.</p> <p>I can change my writing and make corrections after I have spoken to an adult or another child about it.</p> <p>I can proof-read my work and check for spelling, grammar and punctuation errors</p> <p>I can read my work aloud confidently.</p>
Sentence Construction and Grammar	
Year 1 expectation	Year 2 expectation
<p>I can use capital letters to start a sentence and full stops, question marks and exclamation marks at the end of sentences.</p> <p>I can write simple sentences that make sense and sometime use simple connectives to make them longer (e.g. and, then)</p> <p>I can use capital letters for names, places and the word 'I'</p> <p>I can add s or es to words to make them plurals</p> <p>I can add -ing and -er to the end of word to make a new word.</p> <p>I am starting to use some adjectives.</p> <p>I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark , exclamation mark.</p>	<p>I can use adjectives in my writing.</p> <p>I can use these words in my writing: when, if, that, because, or, but.</p> <p>I can use the correct tense in my writing.</p> <p>I can use capital letters, full stops, question marks and exclamation marks to show where sentences start and end.</p> <p>I can tell if a sentence if a question, command, exclamation or statement.</p> <p>I can add suffixes to make adjectives (eg smoother, smoothest) and adverbs (smoothly)</p> <p>I can use commas when I am writing a list</p> <p>I can use apostrophes to show where letters are missing and to show if something belongs to someone e.g. the girl's hat</p> <p>I can explain what these words mean: noun, noun phrase, statement, question, command, exclamation, compound, suffix, adjective, adverb, tense (past, present) apostrophe and comma.</p>

Spelling	
Year 1 expectation	Year 2 expectation
<p>I can spell all of word list 2 and most words from list 3</p> <p>I can spell words using the letter sounds I have been taught.</p> <p>I can name the letters of the alphabet in order.</p> <p>I can write the correct spellings in the simple sentences I hear my teacher say.</p> <p>I can spell words correctly when making plurals (adding s or es)</p> <p>I can spell words with the prefix 'un' (e.g. unfair)</p> <p>I can spell words with the suffixes -ing, -ed, -est to verbs where no change is needed</p> <p>I can spell compound words (e.g. bookshop)</p>	<p>I can break down words into their sounds and write them mostly correctly</p> <p>I can learn new spellings by using words I already know how to spell.</p> <p>I can spell all of word list 5 and most of word list 6</p> <p>I can apply all of my phonics knowledge of alternative spellings rules to spell words accurately. (e.g. ay, ai, a_e)</p> <p>I can spell word with the 'tion' ending.</p> <p>I can apply word ending rules to my writing (e.g. replacing y with i and adding es)</p>
Handwriting	
Year 1 expectation	Year 2 expectation
<p>I can use spaces between words</p> <p>I can write all upper and lower case letters correctly</p>	<p>I can write capital letters and numbers the right way up, the correct size relative to each other and lower case letters.</p> <p>I am starting to join my letters.</p>

Composition	
Year 3 expectation	Year 4 expectation
<p>I can draft and write descriptive work that creates settings, characters and plots.</p> <p>I can draft and write material such as instructions, using headings and subheadings to organise my work</p> <p>I can plan my writing by talking about the important features of a story, a recount, poem, an explanation or non-fiction text.</p> <p>I can plan and write using interesting vocabulary, and a range of time connectives.</p> <p>I can use paragraphs to organise my writing so blocks of text group related ideas.</p> <p>I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting.</p> <p>My writing is imaginative and lively to engage my reader <i>e.g. I use adventurous vocabulary and some imagery, like similes, metaphors, onomatopoeia and alliteration</i></p> <p>I can proof read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed.</p>	<p>I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar.</p> <p>I can plan my writing by talking about the important features of a range of genres.</p> <p>I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.</p> <p>I can draft and rewrite work that creates settings, characters and plots that excite and interest the reader, by using interesting vocabulary.</p> <p>I can organise my non-narrative writing so it has headings, subheadings and any other features to suit its purpose.</p> <p>I can assess my work and that of others and suggest improvements.</p> <p>I can proof read my writing for spelling and punctuation.</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.</p>
Sentence Construction and Grammar	
Year 3 expectation	Year 4 expectation
<p>I can understand when to use 'a' or 'an' in front of a word.</p> <p>I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of.</p> <p>I can use the present perfect form of verbs as well as the past, eg, he has gone out to play/he went out to play.</p> <p>I am beginning to use speech marks correctly.</p> <p>I know that a clause must contain a subject and a verb.</p> <p>I know that a sentence can contain only 1 clause or that it can be made up of more than 1 clause <i>e.g. I know there are simple, compound and complex sentences.</i></p> <p>I can explain what these words mean word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p>	<p>I can use the correct form of a verb (we were, not we was, etc)</p> <p>I can start sentences with adverbial phrases <i>e.g. Happily, she skipped up the corridor;</i> knowing that the opening adverb is followed by a comma.</p> <p>I can use a mixture of pronouns and nouns to give my writing interest and variety.</p> <p>I can use inverted commas and other punctuation to indicate direct speech <i>e.g. The conductor shouted, "Sit down!"</i></p> <p>I can write in complex sentences that use a range of connectives (AKA conjunctions) and where subordinate clauses are sometimes marked by commas.</p> <p>I can use apostrophes to mark plural possession <i>e.g the girl's name, the girls' names.</i></p> <p>I can understand and use the following terms, determiner, pronoun, possessive pronoun, adverbial.</p>

Spelling	
Year 3 expectation	Year 4 expectation
<p>I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.</p> <p>I can spell ½ of the Y3/4 word list.</p> <p>Spelling Rules</p> <p>Prefixes: un- pre-, dis-, mis-, re, sub-, tele-, super-, auto-</p> <p>Suffixes: -s, -es, -ed, -ing, -er, -ment, -ness, -ful, -less, -ly (with consonant before it), -ly (onto a root word)</p> <p>Words with ‘ei’ sound spelt ‘ei’, ‘eigh’, ‘aigh’ or ey’: words with ‘sh’ sound spelt ‘ch’, ‘s’, ‘ss’, ‘tion’, ‘ial’ or ‘ce’: with ‘k’ sounds spelt ‘ch’:</p> <p>Words with ‘i’ ‘u’ sound (including when spelt ‘ou’ and ‘y’:</p> <p>Y3 Homophones</p> <p>Apostrophes for contraction (AKA omission):</p> <p>Proof reading: I proof read my own writing for errors from my own personal list.</p> <p>I use a dictionary to check my spellings; using the first 2 letters to help me.</p>	<p>I can spell all of the words on the Y3/4 word list.</p> <p>Spelling rules</p> <p>Prefixes: in-, il-, im-, ir-, inter-, anti-,</p> <p>Suffixes: -tion, -sion, -ssion, -cian –ation, -ous</p> <p>Adding suffixes beginning with vowel letters (a,e,i,o,u) to words of more than 1 syllable: –ing, -en, -er, -ed</p> <p>Y4 Homophones</p> <p>Apostrophes for possession (singular and plural nouns):</p> <p>Words ending in ‘chur’ sound:</p> <p>Words with the ‘s’ sound spelt ‘sc’:</p> <p>Words ending in ‘zhun’ sound spelt ‘sion’:</p> <p>Proof reading: I check my own writing for misspelt words against words on the year 3/4 spelling list</p>
Handwriting	
Year 3 expectation	Year 4 expectation
<p>I can identify different types of sentences and comment on their effect.</p> <p>I can identify compound sentences and expanded noun phrases.</p>	<p>My handwriting is fluent and joined.</p>

Composition	
Year 5 expectation	Year 6 expectation
<p>I can plan my writing by identifying the purpose of the writing, using similar writing as a model for my own work.</p> <p>I can note down and develop my ideas, using other writing or plays or films to help me develop my own characters and settings</p> <p>I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood.</p> <p>I can draft and write by note-taking and summarising longer passages.</p> <p>I can draft and write by linking ideas across paragraphs using adverbials of time, place and tense choices e.g later, nearby, he had seen her before.</p> <p>I can set out my work correctly and use headings, bullet points, and other features depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.</p> <p>My writing shows some control over style <i>e.g. to elicit empathy, to build support for a viewpoint.</i></p> <p>My vocabulary choices are adventurous and unusual <i>e.g. incl. through the habitual use of a thesaurus.</i></p> <p>I can give feedback on and improve my own writing and that of my classmates. (eg editing vocabulary, grammar and punctuation to make the meaning clearer)</p>	<p>I can draft and write by accurately précisising longer passages.</p> <p>I can use different techniques to make my writing flow and link paragraphs e.g. repetition of a word or phrase, grammatical connections and ellipsis</p> <p>I can plan my writing, selecting the correct form for its audience and purpose.</p> <p>I use subject specific and technical vocabulary for description and to add detail.</p> <p>I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood as well as moving the action forward.</p> <p>I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.</p> <p>I can mark and edit work to ensure I have used the correct tense throughout.</p> <p>I can read work looking for spelling errors and correct them using a dictionary.</p> <p>I can give reasoned feedback on mine and others' work to improve it. (eg editing vocabulary, grammar, and punctuation to make the meaning clearer)</p> <p>I can confidently perform my own work to a group and make sure it sounds interesting, controlling the volume and tone so that its meaning is clear.</p>
Sentence Construction and Grammar	
Year 5 expectation	Year 6 expectation
<p>I can mark and edit work to ensure I have used the correct tense throughout.</p> <p>I can proof read for punctuation errors including the use of brackets, commas or hyphens.</p> <p>I can draft and write using the following punctuation correctly A . ? ! ' () -</p> <p>I can change nouns or adjectives into verbs by adding suffixes (eg. elasticate, solidify)</p> <p>I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs, e.g might, should, will, must.</p> <p>I can use commas to make my writing clear to the reader.</p> <p>I can use brackets, and can also use commas or dashes for the same purpose</p> <p>I can understand and use the following terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesions, ambiguity.</p>	<p>I can select the correct vocabulary to demonstrate I can write formally or informally (e.g. go in – enter, ask – request)</p> <p>I can understand how words are related by meaning as synonyms and antonyms.</p> <p>I can use the passive to affect how information is presented in a sentence e.g I broke the window in the greenhouse/the window in the greenhouse was broken by me.</p> <p>I can use the colon to introduce a list and use semi-colons within lists.</p> <p>I use subordinate clauses and adverbials to create different effects.</p> <p>I can use hyphens for clarity e.g man eating shark or man-eating shark</p> <p>I can understand and use the following terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points</p>

Spelling	
Year 5 expectation	Year 6 expectation
<p>I can spell at least ½ of the year 5/6 NC word list.</p> <p>I use my spelling log to record helpful etymological notes on curious and/or difficult words.</p> <p>Spelling rules</p> <p>Plurals: adding -s, -es and -ies</p> <p>Apostrophes for contraction (AKA omission):</p> <p>Apostrophe for possession: (singular and plural nouns)</p> <p>Use of the hyphen:</p> <p>'Silent' letter words:</p> <p>Suffixes: -able, -ably -ible and -ibly</p> <p>Letter-string 'ough':</p> <p>Words with rare grapheme, phoneme correspondence</p> <p>Exceptions to 'i before e except after c' rule:</p> <p>Y5 Homophones:</p> <p>Words with common roots:</p> <p>Proof reading: I check my writing for misspelled words which are on the Y5/6 word list; making occasional spelling errors in more complex words only.</p>	<p>I can use dictionaries to check the spelling and meaning of words.</p> <p>I use dictionaries and thesauri to support accurate and independent spelling.</p> <p>Spelling rules</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer:</p> <p>Suffixes: -cious and -tious - ial -ant -ance/-ancy -ent -ence -ency</p> <p>Y6 Homophones:</p> <p>Proof reading: proof reading strategies are now embedded when I am reviewing my own writing independently.</p>
Handwriting	
Year 5 expectation	Year 6 expectation
<p>My handwriting style is fluent, controlled and joined; with letters that are consistent in form and size.</p>	<p>My handwriting style is fluent, controlled and joined; with letters that are consistent in form and size.</p>