

Name _____



My Writing Targets



I can spell words containing each of the 40+ phonemes already taught. 😊

I can spell common exception words. 😊

I can spell the days of the week. 😊

I can name the letters of the alphabet and name them in order. 😊

I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. 😊

I can add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. 😊

I can use the prefix - un. 😊

I can use -ing, -ed, -er and -est where no change is needed in the spelling of root words. 😊

I can apply simple spelling rules and guidance, as listed in English Appendix 1. 😊

I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 😊

I can sit correctly at a table, holding my pencil correctly. 😊

I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place. 😊

I can form capital letters. 😊

I can form digits 0- 9. 😊

I understand which letters belong to which handwriting 'families'. 😊

I can write sentences by saying out loud what I am going to write about. 😊

I can write sentences by composing a sentence orally before writing it. 😊

I can sequence sentences to form short narratives. 😊

I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. 😊

I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. 😊

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

I can discuss what I have written with the teacher or other pupils. 😊

I can read aloud my writing clearly enough to be heard by my peers and the teacher. 😊

I am learning the grammar for year 1 in English Appendix 2. 😊

I can use the grammatical terminology in English Appendix 2 in discussing my writing. 😊

transcription

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My Writing Targets



transcription

I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 😊

I am learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. 😊

I am learning to spell common exception words. 😊

I can spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. 😊

I am learning the possessive apostrophe (singular) [for example, the girl's book]. 😊

I can distinguish between homophones and near-homophones. 😊

I am learning to spell more words with contracted forms. 😊

I can apply spelling rules and guidance, as listed in English Appendix 1. 😊

I am developing positive attitudes and stamina towards writing by writing about real events. 😊

I can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. 😊

I am developing positive attitudes and stamina by writing narratives about personal experiences and those of others (real and fictional). 😊

I am developing positive attitudes and stamina for writing by writing poetry. 😊

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

I am developing positive attitudes and stamina for writing by writing for different purposes. 😊

I consider what I am going to write before beginning by writing down ideas and/or key words, including new vocabulary. 😊

I am starting to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. 😊

I consider what I am going to write before beginning by planning or saying out loud what I am going to write about. 😊

I consider what I am going to write before beginning by encapsulating what I want to say, sentence by sentence. 😊

I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. 😊

I can make simple additions, revisions and corrections to my own writing by evaluating my writing with the teacher and other pupils. 😊

I can make simple additions, revisions and corrections to my own writing by re-reading to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. 😊

I can use spacing between words that reflects the size of the letters. 😊

I can make simple additions, revisions and corrections to my own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. 😊

I can read aloud what I have written with appropriate intonation to make the meaning clear. 😊

I am learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). 😊

I am learning to use the present and past tenses correctly and consistently including the progressive form. 😊

I am learning to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). 😊

I am learning to use sentences with different forms: statements, questions, exclamations, and commands. 😊

I am learning some features of written Standard English. 😊

I can use and understand the grammatical terminology in English Appendix 2 in discussing my writing. 😊

I am learning to use expanded noun phrases to describe and specify [for example, the blue butterfly]. 😊

I am learning the grammar for year 2 in English Appendix 2. 😊

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My Writing Targets



transcription

I can use further prefixes and suffixes and understand how to add them. 😊

I can use the first two or three letters of a word to check its spelling in a dictionary. 😊

I am learning to spell common exception words. 😊

I can spell further homophones. 😊

I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 😊

I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals. [for example, children's] 😊

I can spell words that are often misspelt. 😊

I can discuss and record ideas. 😊

I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. 😊

composition

I can plan my writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar. 😊

I can create settings, characters and plot when writing a narrative. 😊

I can use simple organisational devices [for example, headings and sub-headings] when writing non- narrative material. 😊

I can organise paragraphs around a theme. 😊

I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. 😊

I can proof-read for spelling and punctuation errors. 😊

I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements. 😊

I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. 😊

I can use the present perfect form of verbs in contrast to the past tense. 😊

I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 😊

I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. 😊

I can use conjunctions, adverbs and prepositions to express time and cause. 😊

handwriting

I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. 😊

I can use fronted adverbials. 😊

I can use commas after fronted adverbials. 😊

I can increase the legibility, consistency and quality of my handwriting. 😊

I can indicate grammatical and other features by using commas after fronted adverbials. 😊

I am learning the grammar for years 3 and 4 in English Appendix 2. 😊

I can use and punctuate direct speech. 😊

I can use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my writing. 😊

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My Writing Targets



transcription

I can use further prefixes and suffixes and understand the guidance for adding them. (Target icon)

I can spell some words with 'silent' letters [for example, knight, psalm, solemn] . (Target icon)

I can use dictionaries to check the spelling and meaning of words. (Target icon)

I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own. (Target icon)

I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. (Target icon)

I can use a wide range of devices to build cohesion within and across paragraphs. (Target icon)

I can evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects. (Target icon)

I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. (Target icon)

I can choose the writing implement that is best suited for a task. (Target icon)

I can use the perfect form of verbs to mark relationships of time and cause. (Target icon)

I can use expanded noun phrases to convey complicated information concisely. (Target icon)

I am learning the grammar for years 5 and 6 in English Appendix 2. (Target icon)

I can use brackets, dashes or commas to indicate parenthesis. (Target icon)

I can continue to distinguish between homophones and other words which are often confused. (Target icon)

I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. (Target icon)

I can plan my writing by noting and developing initial ideas drawing on reading and research where necessary. (Target icon)

I can draft and write by precisising longer passages. (Target icon)

I can describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. (Target icon)

I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] (Target icon)

I can evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. (Target icon)

I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear. (Target icon)

I can punctuate bullet points consistently. (Target icon)

I can use modal verbs or adverbs to indicate degrees of possibility. (Target icon)

I can indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing. (Target icon)

I can use semi-colons, colons or dashes to mark boundaries between independent clauses. (Target icon)

I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. (Target icon)

I can use a thesaurus. (Target icon)

I can consider how authors have developed characters and settings in what I have read, listened to or seen performed. (Target icon)

I can evaluate and edit by assessing the effectiveness of their own and others' writing. (Target icon)

I can evaluate and edit ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. (Target icon)

I can proof-read for spelling and punctuation errors. (Target icon)

I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. (Target icon)

I can use passive verbs to affect the presentation of information in a sentence. (Target icon)

I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. (Target icon)

I can use hyphens to avoid ambiguity. (Target icon)

I can use a colon to introduce a list. (Target icon)

I can use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing my writing. (Target icon)

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