

Name _____



English 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

transcription

handwriting

composition

grammar and punctuation vocabulary



Name _____



English Writing Targets



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

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

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

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

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

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

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

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

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 for different purposes. 😊

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

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 proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. 😊

I am learning to spell common exception words. 😊

I can distinguish between homophones and near-homophones. 😊

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

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

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

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

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

transcription

handwriting

vocabulary,
grammar and punctuation

transcription

composition



Name _____



English Writing Targets



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

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. 😊

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

I am learning some features of written Standard English. 😊

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

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

vocabulary,
grammar and punctuation

vocabulary,
grammar and punctuation

Name _____



English Writing Targets



transcription

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

I can spell further homophones. 😊

I can spell words that are often misspelt. 😊

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

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

I am learning to spell common exception words. 😊

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] 😊

transcription

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 organise paragraphs around a theme. 😊

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

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 discuss and record ideas. 😊

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

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

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 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. 😊

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

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

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

composition

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

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

I can use fronted adverbials. 😊

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

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

grammar and punctuation



Name _____



English Writing Targets



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



I can indicate possession by using the possessive apostrophe with plural nouns.



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.



vocabulary,
grammar and punctuation

vocabulary,
grammar and punctuation


Name _____





English Writing Targets





transcription


I can use further prefixes and suffixes and understand the guidance for adding them. 


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

I can use dictionaries to check the spelling and meaning of words. 

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


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


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. 


I can use a thesaurus. 


transcription


composition


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. 


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


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


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


I can proof-read for spelling and punctuation errors. 


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. 


I can plan my writing by noting and developing initial ideas, drawing on reading and research where necessary. 


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


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


I can evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing 


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


I can choose the writing implement that is best suited for a task. 


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

I can draft and write by precisising longer passages. 

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

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. 

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

I can use passive verbs to affect the presentation of information in a sentence. 

composition

grammar and punctuation vocabulary

handwriting

Name _____



English Writing Targets



I can use the perfect form of verbs to mark relationships of time and cause.



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



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



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



I am learning the grammar for years 5 and 6 in English Appendix 2.



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



I can use hyphens to avoid ambiguity.



I can use brackets, dashes or commas to indicate parenthesis.



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



I can use a colon to introduce a list.



I can punctuate bullet points consistently.



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



vocabulary,
grammar and punctuation

grammar and punctuation
vocabulary