

Charlesworth School Year Group Writing Targets





CHARLESWORTH SCHOOL
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EYFS

Writing Target Sheet



**Key
Statement**

These skills must be secure to access the
40-60 months statements

EYFS (Expected)

**ELG
Statement**

I can handle tools and equipment effectively including pencils for writing

I can use a pencil and hold it effectively to form recognisable letter, most of which are correctly formed

I am beginning to form recognisable letters

I am beginning to use an anti-clockwise movement and re-trace vertical lines

I can show a preference for a dominant hand

Handwriting and Presentation

I can write some words that are spelt correctly while others are phonetically plausible

I can write some irregular common words

I can use my phonic knowledge to write words that match spoken sound.

I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence

I can link sounds to letters naming the sounds of the letters in the alphabet

I can segment the sounds in simple words and blend them together

I can hear and say the initial sound in words

I can continue a rhyming string

**Transcription
(Spelling)**

I can write simple sentences that can be read by themselves and others

I can attempt to write short sentences in meaningful contexts

I can write my own name and other things such as labels and captions

I can break the flow of speech into words

I can give meaning to marks that I make as I draw, write and paint

**Composition
(Mark Making for Meaning)**



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Pre-Year One Writing Target Sheet



Emerging into Key Stage 1

Exceeding Statement

All Exceeding statements must be secure as well as at least 50% of other statements for a pupil to be judged as exceeding.

I can form zig-zag letters

I can form long ladder letters

I can form one-armed robot letters

I can form curly caterpillar letters

I am beginning to form the digits 0-9

I am beginning to form capital letters correctly

I beginning to form lower case letters, starting and finishing in the right place

I can begin to form lower case letters in the correct direction

I am beginning to be able to write on lines and control letter size

I can hold paper in position and uses their prepared hand, using a correct pencil grip

Handwriting and Presentation

I can write the 45 Reception key words from memory

I can listen and write each sound in a C-C-V-C word

I can listen and write each sound in a C-V-C-C word

I can name each letter of the alphabet

I can listen and write each sound in a C-V-C word

I can spell many irregular but high frequency words

I can spell phonetically regular words of more than one syllable

**Transcription
(Spelling)**

I can sequence sentences to form short narratives.

I can re-read what I have written

I can write a simple sentence by 'sounding out'

I can compose a sentence orally before writing it

I can dictate a simple sentence

I can use the key features of narrative in their own writing

Composition

I can use a capital letter for the names of people

I can use a full stop at the end of a sentence

I can use a capital letter at the beginning of a sentence

I can join two simple sentences together with 'and'.

I can leave spaces between words

**Vocabulary Grammar
Punctuation**



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Year One Writing Target Sheet (Sept 2015)



Key Statement

These skills must be secure to move beyond expected.

KS1 Writing Targets (Expected)

I can form zig-zag letters accurately

I can form long ladder letters accurately

I can form one-armed robot letters accurately

I can form curly caterpillar letters accurately

I can form the digits 0-9

I can form capital letters correctly

I can begin to form lower case letters, starting and finishing in the right place

I can begin to form lower case letters in the correct direction

I can sit correctly at a table and hold my pencil correctly

Handwriting and Presentation

I can add -er and -est to adjectives where the root word doesn't change e.g., quick, quicker and quickest

I can add -ing, -er and -ed to verbs where the root word doesn't change e.g., jump, jumping, jumper and jumped

I can spell compound words e.g., football and playground

I can spell words that are divided into syllables e.g., pocket and rabbit

I can spell a range of words with spelling patterns appropriate to the year group

I can add the prefix 'un' e.g., unkind and unhappy

I can name the letters of the alphabet in order and use my knowledge of their sounds to spell the beginning and end of words

I can spell the days of the week

Transcription (Spelling)

I can read aloud my writing clearly enough to be heard

I discuss what I have written with my teacher and other pupils/friends

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

I can sequence sentences to form short narratives

I can compose a sentence orally before writing it

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

Composition

I can add suffixes to a verb where the root word doesn't change e.g., help-

I can use regular plural noun suffixes (-s, -es) e.g., dog to dogs

I can sequence sentences to form short narratives

I am beginning to punctuate sentences with a question mark or exclamation mark

I understand how words combine to make sentences

I can use capital letters for names of people, places and days of the week

I am beginning to punctuate sentences with a capital letter and a full stop

I can join clauses using 'and'

I can join words using 'and' e.g., in a list

I can leave spaces between words

Vocabulary Grammar Punctuation



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**Year Two
Writing Target Sheet
(Sept 2015)**



Key Statement

These skills must be secure to move beyond expected.

KS1 Writing Targets (Expected)

I know the common exception words.

I can use the possessive apostrophe (singular nouns)

I can add -es to nouns and verbs ending in -y

I can use contractions (See English Appendix 1)

I can use the suffixes -ment, -ness, -ful, -less and -ly

I can add the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it

I can add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it

I can spell the different homophones and near homophones e.g., their, there and they're

I can add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter

I can spell a range of words with spelling patterns appropriate to the year group

I know all 44 sounds from Year One

Handwriting and Presentation

Transcription (Spelling)

I can proof-read to check for mistakes in spelling, grammar and punctuation

I can use verbs to indicate time correctly and consistently

I can re-read to check my writing makes sense

I can evaluate my writing with my teacher and peers

I can write down ideas and o key words using new vocabulary

I can plan or say out loud what I am going to write about

I can write poetry

I can write about real events

I can write narratives about things I and others have experienced (real or fictional)

I can read aloud what I have written with intonation to make meaning clear

Composition

I can make a noun phrase e.g., the blue butterfly

I can use present and past tense correctly

I can use compound words e.g., whiteboard and superman

I can use and know the difference between statements, questions, exclamation and command.

I am beginning to punctuate sentences with apostrophes for missed out letters and for possession

I can use exclamation marks or question marks

I am beginning to punctuate sentences with commas for clauses and lists

I can use full stops and capital letters to punctuate sentences

Vocabulary Grammar Punctuation

I can use description i.e., The man in the moon (expanded noun phrase and specification)

I can use -or, -and, -but in coordination

I can use when, if, that and because in subordination

I can use -ly to turn adjectives into adverbs

I can use suffixes -er and -est with adjectives

I can use adjectives with the suffixes -ful and -less

I can use the suffixed -ness and -er

I can use the suffixes highlighted in the Transcription Objectives in my writing

Vocabulary Grammar Punctuation



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Year Three Writing Target Sheet (Sept 2015)



**Key
Statement**

These skills should be demonstrated
across several contexts.

**KS2 Writing Targets
(Expected)**

I can read aloud my own writing to a group or the whole class using intonation, tone and volume

I can proof-read my work

I can improve sentences using WOW words

I can assess my own and other's writing and add improvements

I can use organisational devices e.g., headings and sub-headings

I can create settings, characters and plot

I can organise paragraphs around a theme

I can compose and rehearse my sentences using connectives, conjunctions, adverbs or prepositions

I can plan my writing by discussing and recording my ideas

I can plan my writing by discussing writing similar to what I am planning, learning from its structure, vocab and grammar

I can spell many of the words in the Y3/4 list

I can use an apostrophe to indicate possession or plurals

I can spell a range of words with spelling patterns appropriate to the year group

I can add prefixes to change the meaning of the root word and change a verb into a noun or adverb e.g. *disagree, information and sadly*

I can when to double the last letter of a word when adding suffixes and when not to do so e.g., *forget/forgotten or garden/gardener*

I can use prepositions expressing time, place and cause using 'before', 'after', 'during' 'in' and 'because of'

I can use adverbs expressing time, place and cause using 'then', 'next', 'soon' and 'therefore'

I can use conjunctions/connectives to express time, place and cause using 'when', 'before', 'after', 'while', 'so', and 'because'

I can join my handwriting

I can use a consistent handwriting style

I can write neatly

Handwriting and Presentation

**Transcription
(Spelling)**

Composition

**Vocabulary Grammar
Punctuation**



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Year Four Writing Target Sheet (Sept 2015)



**Key
Statement**

These skills must be secure to move
beyond expected.

**KS2 Writing Targets
(Expected)**

I can use joined handwriting script for all my independent writing

I can write/space letters and words correctly

I can join my handwriting but know which letters should not be joined

I can use diagonal and horizontal strokes when writing letters

Handwriting and Presentation

I can spell all of the words in the Y3/4 word list

I can spell homophones and near homophones from the non-statutory list in the Y3/4 Spelling Appendix 1

I can spell a range of words with spelling patterns appropriate to the year group

I can spell words with the /ei/ sound spelt ei, eigh, or ey e.g., vein, weigh, obey

**Transcription
(Spelling)**

I can read my own writing to the class, in a clear voice

I can check my work for mistakes

I can read my own writing and suggest improvements

I can organise my non-fiction writing by following the success criteria

I can create a setting, characters and a plot when writing a narrative

I can organise my writing into paragraphs

I can discuss my sentence structure using the correct terminology

I can compose sentences and rehearse them before I write

I can plan my writing by recording my ideas

I can plan my writing by discussing it first

Composition

I can change the grammar and vocabulary to make my work even better

I can explain the difference between standard English and non-standard English

I can use the correct terminology when discussing my work

I can use speech marks and inverted commas for direct speech

I can use an apostrophe for possession

I can use a comma after a fronted adverbial

I know what a fronted adverbial is and can use them in my writing

I know what adverbs and prepositions are and can use them in my writing

I can use the correct verb tenses in my writing

I can join clauses in a sentence using 'when', 'if', 'because' and 'although'

I can use a range of sentences of different lengths

Vocabulary Grammar Punctuation



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Five
Writing Target Sheet
(Sept 2015)



**Key
Statement**

These skills must be secure to move
beyond expected.

**KS2 Writing Targets
(Expected)**

I know which standard of handwriting to use for different tasks

I can choose when to write in pencil or pen

I can choose the best handwriting style for the task

I can write quickly but neatly in a joined handwriting style

I can write fluently with a joined handwriting script

**Handwriting and
Presentation**

I can use a hyphen correctly e.g., re-
enter, co-ordinate

I can spell words ending in -able and -ible, -
ably and -ibly e.g., adorable, adorably,
applicable, applicably

I can spell words ending in -ant, -ance/-
ancy, -ent, -ence/-ency e.g., observance,
tolerant, decency, obedience

**I can spell a range of words with
spelling patterns appropriate to the
year group**

**I can spell the a range (25-50%)
of the words in the Y5/6 word list**

**Transcription
(Spelling)**

I can improve non-fiction
writing if required

**I can organise my non-fiction
writing using a writing frame
to guide me**

I can use appropriate
grammar and vocabulary

I can draft my writing

I can read and research if
necessary

**I can make notes and
develop my ideas when I
plan**

**I can plan my writing using
success criteria**

I can plan my writing by
knowing my audience

Composition

I can evaluate and assess
the effectiveness of writing by
my peers

I can evaluate and edit my
own writing to make it even
better

I can proof-read my own
writing to check for spelling
or punctuation errors

I can make links between
paragraphs

I can write in paragraphs

I can include dialogue in
narratives to help the reader to
know the characters

I can use my reading to know
how authors write

**I can write narratives by
developing characters and
settings**

Composition

I can use bullet points correctly in
my writing

I can use colons and semi-
colons correctly in my writing

I can use brackets, dashes or
commas correctly in my writing

I can use commas and
hyphens to avoid ambiguity
in my writing

I know the Y5/6 technical
words and can use them to
discuss my writing

**I can begin clauses with
'who', 'which', 'where',
'when', 'whose' and 'that'.**

**I can use verbs and adverbs
in sentences**

**I know what verb and noun
phrases are and can use
them in my sentences**

I know what passive verbs are
and can use them in my
sentences

I know when it is appropriate to
use formal speech

**Vocabulary Grammar
Punctuation**



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**Year Six
Writing Target Sheet
(Sept 2015)**



**Key
Statement**

These skills must be secure to move
beyond expected.

**KS2 Writing Targets
(Expected)**

I can build cohesion between paragraphs

I can guide the reader by adding structure to my non-fiction writing

I can use the correct grammar and vocabulary in my writing

I can précis longer passages

I can read, research and record ideas for writing

I can evaluate my own and other's writing using success criteria to help me

I can discuss how other authors have developed characters and settings

I can use other people's writing to help me write or improve my own

I can identify the audience and purpose for my writing

Composition

I know and can use the following in my writing: modal verb, relative pronoun and relative clause

I know the difference between synonym and antonym.

I know the difference between and can use vocabulary for formal speech and informal speech

I can change a noun or adjective into a verb

I can use ellipsis in my writing

I can use hyphens and bullet points correctly in my writing

I can use semi-colons and colons correctly in my writing

I can use a bracket and dash in my writing

**Vocabulary Grammar
Punctuation**

I can spell all of the words in the Y5/6 word list

I can spell a range of words with spelling patterns appropriate to the year group

I can spell the majority (more than 50%) of the words in the Y5/6 word list

I can spell a range of common homophones and other words that are often confused e.g., desert/dessert and altar/alter

**Transcription
(Spelling)**

I can consistently write with a fluent handwriting script in all contexts and subjects when required

I can choose which standard of handwriting to use for different tasks e.g., labelled diagrams and note taking

Handwriting and Presentation