

Gresham Primary School Writing Targets  
A Year 1 Writer

SPELLING	HANDWRITING
I can spell words using the phonemes that I know.	I can sit correctly at a table and hold a pencil accurately when writing.
I can use the spelling rule for adding 's' or 'es' for verbs in the 3 <sup>rd</sup> person, eg. <i>I walk/she walks; I make/he makes.</i>	I can form lower case letters correctly, starting and finishing in the correct place.
I can use what I know about alternative phonemes for increasingly accurate spellings, eg. <i>boy/boil; play, train</i>	I can form capital letters correctly.
I can name all the letters of the alphabet in order.	I can form the digits 0-9 correctly.
I can use letter names to show alternative spellings of the same phoneme.	I know which letters sit below the line and which are tall letters.
I sound out spelling when I am not sure and I can come up with phonetically close attempts at spelling unfamiliar words.	I am consistent in my use of lower case and capital letters.
I can spell almost all of the words in the Year 1 and Year 2 list accurately.	
COMPOSITION	GRAMMAR & PUNCTUATION
I can compose a sentence orally before writing it.	I can combine words to make a sentence.
I can sequence sentences in chronological order to recount an event or experience.	I can join two sentences using 'and'.
I can re-read what I have written to check that it makes sense.	I can sequence sentences to form a narrative.
I leave spaces between words.	I can separate words using finger spaces.
I know how the prefix 'un' can be added to words to change meaning.	I can use capital letters to start a sentence.
I can use the suffixes <i>_ing, _ed, _er and _est.</i>	I can use a full stop to end a sentence.
I can write short stories about something personal to me.	I can use a question mark.
I can sequence a short story or series of events related to my learning in other lessons.	I can use an exclamation mark.
My writing makes sense to the reader without additional explanation.	I can use capital letters for names.
I am confident in changing the way sentences start.	I can use 'I'.
I can use new words for the first time in stories or explanations and I enjoy experimenting with new words.	I can make sentences longer and use words other than 'and' or 'then' to join ideas together.

**GUIDANCE:** Unshaded targets are the requirements for all Year 1 writers. Shaded targets are those exceeding Year 1 expectations.  
 Approximately **one third** of targets achieved = 1.1;    Approximately **one half** of targets achieved = 1.2;    **All or most** achieved = 1.3

Gresham Primary School Writing Targets  
A Year 2 Writer

SPELLING	HANDWRITING
I can segment spoken words into phonemes and record these as graphemes.	I can form lower-case letters of the correct size relative to one another.
I can spell words with alternative spellings, including a few common homophones.	I can begin to use some of the diagonal and horizontal strokes needed to join letters.
I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.	I show that I know which letters are best left unjoined.
I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.	I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
I can identify phonemes in unfamiliar words and use syllables to divide words.	I use spacing between words that reflects the size of the letters.
I use a dictionary to check the spellings of words.	
COMPOSITION	GRAMMAR & PUNCTUATION
I can write narratives about personal experiences and those of others, and fictional.	I can use subordination and co-ordination: <i>and, but, so, if, when, after, as, since, before, although, therefore, however, also, next, firstly, finally etc.</i>
I can write for different purposes, including real events.	I can use expanded noun phrases, e.g <i>The tall girl with the red dress.</i>
I can plan and discuss the content of writing and record my ideas.	I can say how the grammatical patterns in a sentence indicate its Function, e.g <i>_ed indicates past tense.</i>
I am able to orally rehearse structured sentences or sequences of sentences.	I consistently use the present tense and past tense correctly.
I can evaluate my own writing independently, with friends and with an adult.	I can use the progressive forms of verbs in the present and past tense, e.g <i>I am walking/I was walking</i>
I can proof-read to check for errors in spelling, grammar and punctuation.	I use capital letters for names of people, places, days of the week and the personal pronoun 'I'.
My descriptions are clear enough for people to recognise what is meant, even when things are not named.	I use question marks and exclamation marks correctly.
I use some phrases and words that I come across in reading.	I can use commas to separate items in a list.
I use words like 'suddenly' or 'amazingly', so that writing grips the reader's interest.	I can use apostrophes to show where letters are missing and to mark singular possession in nouns, e.g <i>The boy's coat; The dog's collar.</i>

My stories have interesting endings that have been carefully thought about.	I am consistent in using the <i>first</i> or <i>third</i> person.
I keep my writing interesting throughout and I am not tempted to look for easy ways to finish it.	I check that capital letters, commas and question marks are used when needed and I attempt to use speech marks.
I use specific nouns when needed, e.g. 'terrier' instead of 'dog'.	
I take time to describe characters and events within stories, rather than move from one event to another.	

**GUIDANCE:** Unshaded targets are the requirements for all Year 2 writers. Shaded targets are those exceeding Year 2 expectations.  
 Approximately **one third** of targets achieved = 2.1;    Approximately **one half** of targets achieved = 2.2;    **All or most** achieved = 2.3

Gresham Primary School Writing Targets  
A Year 3 Writer

SPELLING	HANDWRITING
I can spell words with additional prefixes and suffixes and understand how to add them to root words.	I use the diagonal and horizontal strokes that are needed to join letters.
I recognise and spell homophones.	I understand which letters should be left unjoined.
I can use the first two or three letters of a word to check its spelling in a dictionary.	
I can spell words which are in a family correctly.	
I can spell the commonly mis-spelt words from the Y3/4 word list.	
I can identify the root in longer words.	
COMPOSITION	GRAMMAR & PUNCTUATION
I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.	I can express time, place and cause by using conjunctions, adverbs and prepositions.
I can compose sentences using a wider range of structures.	I am starting to use paragraphs.
I can write a narrative with a clear structure, setting, characters and plot.	I can use headings and sub headings.
I can produce non-narrative writing using simple organisational devices such as headings and sub-headings	I can use the present perfect form of verbs instead of the simple past, eg. <i>I have seen that film many times; She had never been on a boat.</i>
I can suggest improvements to my own writing and that of others.	I can use inverted commas to punctuate direct speech.
I can make improvements to grammar, vocabulary and punctuation.	I can vary sentences, adding phrases to make the meaning more precise.
I use a range of sentences with more than one clause by using a range of conjunctions.	I can check punctuation and use speech marks and apostrophes accurately.
I use the perfect form of verbs to mark the relationship of time and cause.	
I can proof-read to check for errors in spelling and punctuation.	
I can use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations.	
I give careful thought to the planning of writing and re-read it as a matter of course.	
I ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding.	

I use words that have not been used before when describing events, characters and feelings.	
I can use powerful verbs to show character or add impact.	
I can include descriptions of events and characters in a variety of styles and can sometimes use humour.	
I can describe characters and include feelings and emotions where needed.	
I can choose the most appropriate style of writing to suit the needs of situations, eg: poems, lists, letters, reports.	


**GUIDANCE:** Unshaded targets are the requirements for all Year 3 writers. Shaded targets are those exceeding Year 3 expectations.  
 Approximately **one third** of targets achieved = **3.1**;    Approximately **one half** of targets achieved = **3.2**;    **All or most** achieved = **3.3**

Gresham Primary School Writing Targets  
A Year 4 Writer

SPELLING	HANDWRITING
I can spell words with prefixes and suffixes and can add them to root words.	I can use the diagonal and horizontal strokes that are needed to join letters.
I can recognise and spell homophones.	I understand which letters should be left unjoined.
I can use the first two or three letters of a word to check a spelling in a dictionary	My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.
I can spell the commonly mis-spelt words from the Y3/4 word list.	
COMPOSITION	GRAMMAR & PUNCTUATION
I can compose sentences using a range of sentence structures.	I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
I can orally rehearse a sentence or a sequence of sentences.	I can use fronted adverbials.
I can write a narrative with a clear structure, setting and plot.	I can write in paragraphs.
I can improve my writing by changing grammar and vocabulary to improve consistency.	I make an appropriate choice of pronoun and noun within and across sentences.
I use a range of sentences which have more than one clause.	I can use inverted commas and other punctuation to indicate direct speech.
I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.	I can use apostrophes to mark plural possession, e.g the boys' shoes; the teachers' books
I can use direct speech in my writing and punctuate it correctly.	I can use commas after fronted adverbials.
I am prepared to carry out some research to find words that are particular to the event being written about.	I know how to re-order sentences so that they create maximum effect.
I can check to see if there are any sentences that can be re-organised so as to give my writing a greater impact.	I can vary my choice of pronouns correctly to refer to the first, second and third person, both singular and plural.
I can deliberately use short sentences to speed up action sequences.	I can use commas or ellipses in order to create greater clarity and effect in my writing.
I can use dialogue and reactions from other characters to make my character interesting.	
I can recognise when a simile may generate more impact than a metaphor, and vice versa.	

I can recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality.

I can recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about.

**GUIDANCE:** Unshaded targets are the requirements for all Year 4 writers. Shaded targets are those exceeding Year 4 expectations.  
Approximately **one third** of targets achieved = **4.1**;    Approximately **one half** of targets achieved = **4.2**;    **All or most** achieved = **4.3**

Gresham Primary School Writing Targets  
A Year 5 Writer

SPELLING	HANDWRITING
I can form verbs with prefixes.	I can choose the style of handwriting to use when given a choice.
I can convert nouns or adjectives into verbs by adding a suffix.	I can choose the handwriting that is best suited for a specific task.
I understand the rules for adding prefixes and suffixes.	
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 the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.	
I can use a thesaurus.	
I can use a range of spelling strategies.	
COMPOSITION	GRAMMAR & PUNCTUATION
I can discuss the audience and purpose of the writing.	I can use relative clauses.
I can start sentences in different ways.	I can use adverbs or modal verbs to indicate a degree of possibility.
I can use the correct features and sentence structure matched to the text type we are working on.	I can build cohesion between paragraphs.
I can develop characters through action and dialogue.	I can use adverbials to link paragraphs.
I can establish a viewpoint as the writer through commenting on characters and events.	I can use brackets, dashes and commas to indicate parenthesis.
I can use grammar and vocabulary to create an impact on the reader.	I can use commas to clarify meaning or avoid ambiguity.
I can use stylistic devices to create effects in writing.	I can use paragraphs to organise information logically and shape a non-fiction text effectively.
I can add well-chosen detail to interest the reader.	I can re-order sentences to create an impact on the reader.
I can summarise a paragraph.	I can use expanded noun phrases to add well thought out detail to writing.
I can organise my writing into paragraphs to show different information or events.	I can use punctuation to clarify the meaning of sentences e.g. commas to mark phrases and clauses.

I can use paragraphs to structure the plot in narrative writing, showing changes in time, place and events.	I can use dialogue effectively and punctuate it accurately.
I can use changes in time and place to guide the reader through the text.	
I can sustain and develop an idea within a paragraph, introducing it with a topic sentence.	
I can close a text with reference to its opening.	

**GUIDANCE:** Unshaded targets are the requirements for all Year 5 writers. Shaded targets are those exceeding Year 5 expectations.  
 Approximately **one third** of targets achieved = **5.1**;    Approximately **one half** of targets achieved = **5.2**;    **All or most** achieved = **5.3**

Gresham Primary School Writing Targets  
A Year 6 Writer

SPELLING	HANDWRITING
I can convert verbs into nouns by adding a suffix.	I can choose the style of handwriting to use when given a choice.
I can distinguish between homophones and other words which are often confused.	I can choose the handwriting that is best suited for a specific task.
I can spell the commonly mis-spelt words from the Y5/6 word list.	
I understand that the spelling of some words need to be learnt specifically.	
I can use any dictionary or thesaurus.	
I use a range of spelling strategies.	
COMPOSITION	GRAMMAR & PUNCTUATION
I can identify the audience for and purpose of the writing.	I can use the passive voice.
I can choose the appropriate form and register for the audience and purpose of the writing.	I can vary sentence structure to suit formal and informal writing.
I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.	I can use a variety of organisational and presentational devices appropriate to the text type.
I use a range of sentence starters to create specific effects.	I write in paragraphs which can clearly signal a change in subject, time, place or event.
I can use developed noun phrases to add detail to sentences.	I can use the semi-colon, colon and dash.
I use the passive voice to present information with a different emphasis.	I can use the colon to introduce a list and the semi-colon within lists.
I use commas to mark phrases and clauses.	I can use a hyphen to avoid ambiguity.
I can sustain and develop ideas logically in narrative and non-narrative writing.	I can write paragraphs with different structures and lengths.
I can use character, dialogue and action to advance events in narrative writing.	I can link ideas within and between paragraphs with a range of cohesive devices, for example, connecting adverbs/adverbials, use of pronouns.
I can summarise a text, conveying key information in writing.	I can use different sentence structures and lengths to suit the purpose and audience of my writing.
I can choose the appropriate style and form for the purpose and audience of my writing.	I can use a range of sentence types for impact and specific effect on the reader.

I can use techniques to engage the reader, for example, personal comments, opening hook, flashback.	I can control complex sentences, manipulating the clauses to achieve specific effects.
I can write paragraphs with a clear focus.	I can use punctuation to convey and clarify meaning, including the colon and semi-colon.
I can make precise and specific word choices according to the text type and audience.	I can use the passive voice confidently, for example, to create suspense or in a science investigation, or an historical or geographical report.
I can summarise longer texts precisely, identifying the key information.	I can use the subjunctive in the most formal writing to express a wish or a suggestion for the future.

**GUIDANCE:** Unshaded targets are the requirements for all Year 6 writers. Shaded targets are those exceeding Year 6 expectations.  
 Approximately **one third** of targets achieved = **6.1**;    Approximately **one half** of targets achieved = **6.2**;    **All or most** achieved = **6.3**

