

Writing Targets

Pupil's Name: _____

A Purple Writer

TARGETS	SEEN	SECURE
Transcription		
<u>Spelling</u>		
I can identify known phonemes in unfamiliar words.		
I can use syllables to divide words when spelling.		
I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.		
I can use the spelling rule for adding 's' or 'es' for verbs in the 3 rd person singular.		
I can name all the letters of the alphabet in order.		
I can use letter names to show alternative spellings of the same phoneme.		
<u>Handwriting</u>		
I can sit correctly at a table, holding a pencil comfortably and correctly.		
I can form lower case letters in the correct direction, starting and finishing in the right place.		
I can form capital letters and digits 0-9.		
Composition		
I can compose a sentence orally before writing it.		
I can sequence sentences in chronological order to recount an event or experience.		
I can re-read what I have written to check that it makes sense.		
I leave spaces between words.		
I know how the prefix 'un' can be added to words to change meaning.		
I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.		
Grammar and punctuation		
<u>Sentence structure</u>		
I can combine words to make a sentence.		
I can join two sentences using 'and'.		
<u>Text structure</u>		
I can sequence sentences to form a narrative.		
<u>Punctuation</u>		
I can separate words using finger spaces.		
I can use capital letters to start a sentence.		
I can use a full stop to end a sentence.		
I can use a question mark.		
I can use an exclamation mark.		
I can use capital letters for names.		
I can use 'I'.		

Writing Targets

Pupil's Name: _____

An Orange Writer

TARGETS	SEEN	SECURE
Transcription		
<u>Spelling</u>		
I can segment spoken words into phonemes and record these as graphemes.		
I can spell words with alternative spellings, including a few common homophones.		
I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.		
I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.		
I can identify phonemes in unfamiliar words and use syllables to divide words.		
<u>Handwriting</u>		
I can form lower-case letters of the correct size relative to one another.		
I can begin to use some of the diagonal and horizontal strokes needed to join letters.		
I show that I know which letters are best left unjoined.		
I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.		
I use spacing between words that reflects the size of the letters.		
Composition		
I can write narratives about personal experiences and those of others, both real and fictional.		
I can write for different purposes, including real events.		
I can plan and discuss the content of writing and record my ideas.		
I am able to orally rehearse structured sentences or sequences of sentences.		
I can evaluate my own writing independently, with friends and with an adult.		
I can proof-read to check for errors in spelling, grammar and punctuation.		
Grammar and punctuation		
<u>Sentence structure</u>		
I can use subordination and co-ordination.		
I can use expanded noun phrases.		
I can say how the grammatical patterns in a sentence indicate its function.		
<u>Text structure</u>		
I consistently use the present tense and past tense correctly.		
I can use the progressive forms of verbs in the present and past tense.		
<u>Punctuation</u>		
I use capital letters for names of people, places, days of the week and the personal pronoun 'I'.		
I use question marks and exclamation marks correctly.		
I can use commas to separate items in a list.		
I can use apostrophes to show where letters are missing and to mark singular possession in nouns.		

Writing Targets

Pupil's Name: _____

A Yellow Writer

TARGETS	SEEN	SECURE
Transcription		
<u>Spelling</u>		
I can spell words with additional prefixes and suffixes and understand how to add them to root words.		
I recognise and spell homophones.		
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.		
<u>Handwriting</u>		
I use the diagonal and horizontal strokes that are needed to join letters.		
I understand which letters should be left unjoined.		
Composition		
I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.		
I can compose sentences using a wider range of structures.		
I can write a narrative with a clear structure, setting, characters and plot.		
I can produce non-narrative writing using simple organisational devices such as headings and sub-headings.		
I can suggest improvements to my own writing and that of others.		
I can make improvements to grammar, vocabulary and punctuation.		
I use a range of sentences with more than one clause by using a range of conjunctions.		
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.		
Grammar and punctuation		
<u>Sentence structure</u>		
I can express time, place and cause by using conjunctions, adverbs and prepositions.		
<u>Text structure</u>		
I am starting to use paragraphs.		
I can use headings and sub headings.		
I can use the present perfect form of verbs instead of the simple past.		
<u>Punctuation</u>		
I can use inverted commas to punctuate direct speech.		

Writing Targets

Pupil's Name: _____

A Green Writer

TARGETS	SEEN	SECURE
Transcription		
<u>Spelling</u>		
I can spell words with prefixes and suffixes and can add them to root words.		
I can recognise and spell homophones.		
I can use the first two or three letters of a word to check a spelling in a dictionary.		
I can spell the commonly mis-spelt words from the Y3/4 word list.		
<u>Handwriting</u>		
I can use the diagonal and horizontal strokes that are needed to join letters.		
I understand which letters should be left unjoined.		
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.		
Composition		
I can compose sentences using a range of sentence structures.		
I can orally rehearse a sentence or a sequence of sentences.		
I can write a narrative with a clear structure, setting and plot.		
I can improve my writing by changing grammar and vocabulary to improve consistency.		
I use a range of sentences which have more than one clause.		
I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.		
I can use direct speech in my writing and punctuate it correctly.		
Grammar and punctuation		
<u>Sentence structure</u>		
I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.		
I can use fronted adverbials.		
<u>Text structure</u>		
I can write in paragraphs.		
I make an appropriate choice of pronoun and noun within and across sentences.		
<u>Punctuation</u>		
I can use inverted commas and other punctuation to indicate direct speech.		
I can use apostrophes to mark plural possession.		
I can use commas after fronted adverbials.		

Writing Targets

Pupil's Name: _____

A Blue Writer

TARGETS	SEEN	SECURE
Transcription		
<u>Spelling</u>		
I can form verbs with prefixes.		
I can convert nouns or adjectives into verbs by adding a suffix.		
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.		
<u>Handwriting</u>		
I can choose the style of handwriting to use when given a choice.		
I can choose the handwriting that is best suited for a specific task.		
Composition		
I can discuss the audience and purpose of the writing.		
I can start sentences in different ways.		
I can use the correct features and sentence structure matched to the text type we are working on.		
I can develop characters through action and dialogue.		
I can establish a viewpoint as the writer through commenting on characters and events.		
I can use grammar and vocabulary to create an impact on the reader.		
I can use stylistic devices to create effects in writing.		
I can add well-chosen detail to interest the reader.		
I can summarise a paragraph.		
I can organise my writing into paragraphs to show different information or events.		
Grammar and punctuation		
<u>Sentence structure</u>		
I can use relative clauses.		
I can use adverbs or modal verbs to indicate a degree of possibility.		
<u>Text structure</u>		
I can build cohesion between paragraphs.		
I can use adverbials to link paragraphs.		
<u>Punctuation</u>		
I can use brackets, dashes and commas to indicate parenthesis.		
I can use commas to clarify meaning or avoid ambiguity.		

Writing Targets

Pupil's Name: _____

A Red Writer

TARGETS	SEEN	SECURE
Transcription		
<u>Spelling</u>		
I can convert verbs into nouns by adding a suffix.		
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 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.		
<u>Handwriting</u>		
I can choose the style of handwriting to use when given a choice.		
I can choose the handwriting that is best suited for a specific task.		
Composition		
I can identify the audience for and purpose of the writing.		
I can choose the appropriate form and register for the audience and purpose of the 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 use a range of sentence starters to create specific effects.		
I can use developed noun phrases to add detail to sentences.		
I use the passive voice to present information with a different emphasis.		
I use commas to mark phrases and clauses.		
I can sustain and develop ideas logically in narrative and non-narrative writing.		
I can use character, dialogue and action to advance events in narrative writing.		
I can summarise a text, conveying key information in writing.		
Grammar and punctuation		
<u>Sentence structure</u>		
I can use the passive voice.		
I can vary sentence structure to suit formal and informal writing.		
<u>Text structure</u>		
I can use a variety of organisational and presentational devices appropriate to the text type.		
I write in paragraphs which can clearly signal a change in subject, time, place or event.		
<u>Punctuation</u>		
I can use the semi-colon, colon and dash.		
I can use the colon to introduce a list and the semi-colon within lists.		
I can use a hyphen to avoid ambiguity.		