



# Beverley Minster Primary School

## Y1 Writing Targets (meeting expectations)

<b>Transcription</b>						
<b><u>Spelling</u></b>						
I can spell words containing the phonemes up to phase 5						
I can spell common Y1 exception words and days of the week						
I can use the prefix un- and suffixes -ing, -ed, -er and -est.						
I can use the spelling rule for adding 's' or 'es' for verbs in the 3 <sup>rd</sup> 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 sound.						
I can write simple sentences dictated by the teacher showing correct spelling and punctuation.						
<b><u>Handwriting</u></b>						
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.						
<b><u>Composition</u></b>						
I can compose a sentence orally before writing it.						
I can sequence sentences to form short narratives – beginning, middle, end.						
I can add simple detail to my writing						
I can re-read what I have written to check that it makes sense and make changes where necessary.						
I can discuss what I have written with others						
I can read my writing aloud – audibly and clearly.						
<b><u>Grammar and punctuation</u></b>						
<b><u>Sentence structure</u></b>						
I can combine words to make a sentence.						
I can join two sentences using 'and'.						
<b><u>Text structure</u></b>						
I can sequence sentences to form a narrative.						
<b><u>Punctuation</u></b>						
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 of people and places, days of the week etc.						
I can use 'I'.						
I understand key grammatical terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.						



## Beverley Minster Primary School

### Y1 Writing Targets (exceeding expectations)

I can write short stories about something personal to me.						
I can sequence a short story or series of events related to my learning in other lessons.						
My writing makes sense to the reader without additional explanation.						
I am confident in changing the way sentences start.						
I can make sentences longer and use words other than 'and' and 'then' to join ideas together.						
I can use new words for the first time in stories or explanations and I enjoy experimenting with new words.						
I know which letters sit below the line and which are tall letters.						
I am consistent in my use of lower case and capital letters.						
I sound out spelling when I am not sure and I can come up with phonetically close attempts at spelling unfamiliar words.						
I can spell almost all of the words in the Year 1 and 2 list accurately.						



# Beverley Minster Primary School

## Y2 Writing Targets (meeting expectations)

<b>Transcription</b>						
<b><u>Spelling</u></b>						
I can segment spoken words into phonemes and record these as graphemes.						
I can spell words with alternative spellings, including common homophones and near homophones.						
I can spell the Y2 common exception words.						
I can apply the Y2 spelling rules in my writing.						
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.						
I can write simple sentences dictated by the teacher that are spelt and punctuated correctly.						
<b><u>Handwriting</u></b>						
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.						
<b><u>Composition</u></b>						
I can write narratives about personal experiences and those of others, both real and fictional.						
I can write for different purposes, including narrative, non-narrative and poetry.						
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 and proof read my own writing independently, with friends and with an adult, making sure it makes sense.						
<b><u>Grammar and punctuation</u></b>						
<b><u>Sentence structure</u></b>						
I can use subordination (when, if, that, because) and co-ordination (or, and, but)						
I can use expanded noun phrases.						
I can write sentences in different forms: statement, question, exclamation, command.						
<b><u>Text structure</u></b>						
I consistently use the present tense and past tense correctly.						
I can use the progressive forms of verbs in the present and past tense. (is / was making)						
<b><u>Punctuation</u></b>						
I can correctly punctuate sentences with full stops and capital letters.						
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.						



# Beverley Minster Primary School

## Y2 Writing Targets (exceeding expectations)

My descriptions are clear enough for people to recognise what is meant, even when things are not named.						
I use some phrases and words that I come across in reading.						
I use words like 'suddenly' or 'amazingly', so that writing grips the reader's interest.						
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 at quick 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 a dictionary to check the spellings of words.						
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.						



# Beverley Minster Primary School

## Y3 Writing Targets (meeting expectations)

<b>Transcription</b>						
<b><u>Spelling</u></b>						
I can spell words with additional prefixes (re-, ir-, in-, im-, dis-, mis-, un-, anti-, il-) and suffixes (-ly, -ily) 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 write simple sentences dictated by the teacher with correct punctuation and spelling.						
<b><u>Handwriting</u></b>						
I use the diagonal and horizontal strokes that are needed to join letters.						
I understand which letters should be left unjoined.						
<b><u>Composition</u></b>						
I can discuss different text types, noting structure, grammatical features and use of vocabulary.						
I can start to compose sentences using a wider range of structures and detail including conjunctions, adverbs, noun phrases and prepositions.						
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 and make improvements to grammar, vocabulary and punctuation.						
I can chose when to use nouns or pronouns so that the meaning is clear.						
I use a range of sentences with more than one clause by using a range of conjunctions (when, if, before, although, because, since, after)						
I use the perfect form of verbs (using has or had) to mark the relationship of time and cause.						
I can proof-read to check for errors in spelling and punctuation.						
<b><u>Grammar and punctuation</u></b>						
<b><u>Sentence structure</u></b>						
I can express time, place and cause by: Using conjunctions (when, before, after, while, so, because)						
Using adverbs (then, next, soon, therefore)						
Using prepositions (before, after, during, because of)						
<b><u>Text structure</u></b>						
I am starting to use paragraphs organised around a theme.						
I can use headings and sub headings.						
<b><u>Punctuation</u></b>						
I can use inverted commas to punctuate direct speech.						
I can place the possessive apostrophe accurately in words with regular and irregular plurals.						



# Beverley Minster Primary School

## Y3 Writing Targets (exceeding expectations)

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 vary sentences, adding phrases to make the meaning more precise.						
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 the situations, eg: poems, lists, letters, reports.						
I can check punctuation and use speech marks and apostrophes accurately.						



# Beverley Minster Primary School

## Y4 Writing Targets (meeting expectations)

### Transcription

#### Spelling

I can spell words with prefixes (sub-, inter-, super-, auto-) and suffixes (-ation, -sure, -tion, -sion, -ssion, -cian, -ous) and can add them to root words.

I can recognise and spell a wide range of 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.

I can write simple sentences dictated by the teacher with correct punctuation and spelling.

#### Handwriting

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 discuss a variety of text types, noting structure, grammatical features and use of specific vocabulary.

I can compose sentences using a wider range of structures and detail including conjunctions, adverbs, noun phrases and prepositions.

I can write a narrative with a clear structure, setting and plot using a wide range of interesting vocabulary.

I can describe a character including personality and appearance.

I can edit and improve my writing by changing grammar and vocabulary to improve consistency.

I use a range of sentences which have more than one clause by using subordinating and preposition conjunctions (when, if because, although, before, since, after)

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

#### Sentence structure

I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.

I can use fronted adverbials (Later that day,)

#### Text structure

I can write in paragraphs to link sections and show progression in my writing.

I make an appropriate choice of pronoun and noun within and across sentences.

#### Punctuation

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.

I can use and understand grammatical vocabulary: adverb, verb, adjective, prepositional conjunction, clause, direct speech, inverted commas, consonant, letter, vowel, determiner, pronoun, possessive pronoun, adverbial clause.



## Y4 Writing Targets (exceeding expectations)

I am prepared to carry out some research to find words that are particular to the event being written about.						
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 deliberately use short sentences to speed up action sequences.						
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.						
I know how to re-order sentences so that they create maximum effect.						
I can vary my choice of pronouns correctly to refer to the first, second and third person, both singular and plural.						
I can use commas or ellipses in order to create greater clarity and effect in my writing.						





# Beverley Minster Primary School

## Y5 Writing Targets (meeting expectations)

<b>Transcription</b>							
<b><u>Spelling</u></b>							
I can form verbs with prefixes (co-, re-)							
I can convert nouns or adjectives into verbs by adding a suffix (-cial, -tial, -able, -ably, -ible, -ibly)							
I understand the rules for adding prefixes and suffixes.							
I can spell words with silent letters (eg doubt, island, lamb, solemn)							
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 write sentences dictated by the teacher with correct punctuation and spelling.							
<b><u>Handwriting</u></b>							
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. Eg. Notes, presentation etc.							
<b><u>Composition</u></b>							
I can identify a range of text types and can discuss the audience and purpose of the writing.							
I can use the correct features, vocabulary and sentence structure matched to the text type we are working on.							
I can develop characters through action and dialogue, showing motives and feelings.							
I can establish a viewpoint as the writer through commenting on characters and events.							
I can use grammar, vocabulary and tone (formal / informal) to create an impact on the reader.							
I can use stylistic devices to create effects in writing eg. create tension / humour / juxtaposition.							
I can add well-chosen detail to interest the reader.							
I can summarise passages in my own words (précis)							
I can organise my writing into linked paragraphs that are organised into initial key sentences and backed up with details.							
I can accurately and consistently use tense and correct subject-verb agreement for singular and plural verb forms (is/are, was/were)							
<b><u>Grammar and punctuation</u></b>							
<b><u>Sentence structure</u></b>							
I can use relative clauses beginning with who, which, when, where, whose, that etc.							
I can use adverbs or modal verbs to indicate a degree of possibility. (perhaps, possibly, can, may, might, should)							
<b><u>Text structure</u></b>							
I can build cohesion between paragraphs by using time connectives and causal connectives.							
I can use adverbials to link paragraphs.							
<b><u>Punctuation</u></b>							
I can use brackets, dashes and commas to add additional details.							
I can use commas to clarify meaning or avoid ambiguity.							



# Beverley Minster Primary School

## Y5 Writing Targets (exceeding expectations)

I can use paragraphs to structure the plot in narrative writing, showing changes in time, place and events.						
I can use changes in time and place to guide the reader through the text.						
I can use paragraphs to organise information logically and shape a non-fiction text effectively.						
I can sustain and develop an idea within a paragraph, introducing it with a topic sentence.						
I can close text with reference to its opening.						
I can re-order sentences to create an impact on the reader.						
I can use expanded noun phrases to add well thought out detail to writing.						
I can use punctuation to clarify the meaning of sentences e.g. commas to mark phrases and clauses.						
I can use dialogue effectively and punctuate it accurately.						



# Beverley Minster Primary School

## Y6 Writing Targets (meeting expectations)

<b>Transcription</b>							
<b>Spelling</b>							
I can convert verbs into nouns by adding a suffix (-ance, -ancy, -ent, -ence, -ency, -fer)							
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 including to find synonyms and antonyms.							
I know to end nouns with -ce and verbs with -se (advice/advise, practice/practise, licence/license)							
I use a range of spelling strategies and conventions including -ough, i before e except after c, mnemonics, historical knowledge, acronyms.							
<b>Handwriting</b>							
I can write legibly, fluently and with increasing speed.							
I can choose the handwriting that is best suited for a specific task. (notes, label, captions, presentation, email addresses)							
<b>Composition</b>							
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 vary the pace of writing to convey atmosphere and for stylistic effect.							
I can use developed noun phrases to add detail to sentences.							
I use the passive voice to present information with a different emphasis.							
I securely and consistently use commas to mark phrases and clauses.							
I can sustain and develop ideas logically in narrative and non-narrative writing.							
I can balance character, dialogue and action to advance events in narrative writing.							
I can summarise (précis) longer passages of text, conveying key information in writing.							
<b>Grammar and punctuation</b>							
<b>Sentence structure</b>							
I can use the passive and subjunctive voice.							
I can vary sentence structure to suit formal and informal writing.							
<b>Text structure</b>							
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.							
<b>Punctuation</b>							
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.							



## Beverley Minster Primary School

### Y6 Writing Targets (exceeding expectations)

I can choose the appropriate style and form for the purpose and audience of my writing.						
I can use techniques to engage the reader, for example, personal comments, opening hook, flashback.						
I can write paragraphs with a clear focus.						
I can write paragraphs with different structures and lengths.						
I can link ideas within and between paragraphs with a range of cohesive devices, for example, connecting adverbs/adverbials, use of pronouns.						
I can use different sentence structures and lengths to suit 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 control complex sentences, manipulating the clauses to achieve specific effects.						
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 summarise longer texts precisely, identifying the key information.						
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 use the subjunctive in the most formal writing to express a wish or a suggestion for the future.						