

# West Park Primary School

## Stage 1 Writing Targets



Name:	Aut	Spr	Sum
<b><u>Composition</u></b>			
I can say my sentence before I write it.			
I can sequence sentences to form a story.			
I can sequence sentences in the correct order to write a story, recount an event or an experience.			
I can read my work out loud to check that it makes sense.			
I can use at least 1 adjective in my writing. ★ 1A			
I can read aloud what I have written clearly enough to be heard by my teacher and children in my class			
<b><u>Spelling</u></b>			
I can use my phonics skills to spell new words.			
I can use alternative spellings for sounds to try to spell accurately.			
I can use the spelling rule for adding 's' or 'es' to nouns and verbs.			
I know that I can add the prefix 'un' to the start of a word to change what it means.			
I can use the suffixes 's', 'er', 'ed' and 'ing' at the end of words where no change in spelling is needed to the root word.			
<b><u>Grammar and punctuation</u></b>			
I can put words together to make a sensible sentence.			
I can join words and my ideas with 'and.' ★ C			
I can use capital letters to start a sentence. ★ CAP			
I am beginning to use capital letters for names of people, places days of the week and the personal pronoun 'I'. ★ CAP			
I am beginning to use a full stop to end a sentence. ★ FS			
I am beginning to use question marks (?) and exclamation marks (!) in my writing. ★ UP			

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## Stage 2 Writing Targets



Name:	Aut	Spr	Sum
<b><u>Composition</u></b>			
I can plan and discuss the content of my writing and record my ideas and key words including new vocabulary.			
I can complete enough fictional and non-fictional writing to make my ideas clear to the reader.			
I can write stories (narratives) about personal experiences and of other people both real and fictional.			
I can write for different purposes			
I can write poetry			
I can open sentences with time connectives e.g. <i>first, next, after</i> .			
★ C&O			
When I have finished writing, I read back what I have written to edit and improve it by making sure it makes sense, to check for spelling grammar and punctuation errors.			
<b><u>Spelling</u></b>			
I can use my phonics skills to spell new words.			
I can use alternative spellings for sounds in order to spell accurately.			
I can spell words with alternative spellings e.g. <i>'by' and 'buy', 'know' and 'no'</i> .			
I can use suffixes –er and –est in adjectives and –ly to turn adjectives into adverbs			
I can use suffixes –ful and –less to form adjectives			
I can use apostrophe for contracted words e.g. <i>I'm, I'll, can't didn't</i> and for possession (singular) e.g. <i>girl's bag</i>			
I can form nouns using the suffixes –ness and –er and by compounding e.g. <i>whiteboard, superman</i>			
<b><u>Grammar and punctuation</u></b>			
I know that sentences have different purposes e.g. <i>a statement, exclamation, question or command</i> .			
I can use past and present tense consistently.			
I can add information to nouns using expanded noun phrases to describe and specify e.g. <i>It was a calm, sunny morning, the red car</i>			
★ 2A			
I can use a range of conjunctions e.g. subordinating: <i>when, if, that, because</i> , co-ordinating: <i>and, or, but, so</i> ,			
★ C			
I can use capital letters for the names of people, places, days of the week and 'I'.			
★ CAP			
I can use question marks (?) and exclamation marks (!) correctly.			
★ UP			
I know how to use commas when writing a list.			
★ CL			

# West Park Primary School

## Stage 3 Writing Targets



Name:	Aut	Spr	Sum
<b><u>Composition</u></b>			
I am starting to vary the word order within my sentences e.g. <i>The man strolled through the park slowly. → Slowly, the man strolled through the park.</i>			
My stories have a clear opening, problem and resolution.			
I am beginning to use paragraphs to group relevant points together			
I am starting to describe characters and settings in more detail using the 2A and S code			
I organise nonfiction texts using technical language and appropriate layout.			
I am beginning to use fronted adverbials PT and AD			
I can use expanded noun phrases to add descriptive detail 2A			
When I have finished writing, I always read what I have written and make improvements in grammar and vocabulary .			
<b><u>Spelling</u></b>			
I can add prefixes and suffixes to root words.			
I can spell words that sound the same but have different meanings (homophones).			
I check my own spellings with my word book or dictionary.			
<b><u>Grammar and punctuation</u></b>			
I can use the correct tense to explain something that started in the past and continues in the present e.g. <i>She has played the piano since she was a child.</i>			
I am beginning to use some conjunctions to express time, place and cause. ★ C <i>when, before, after, while, so, because</i> ],			
I am beginning to use adverbs to express time, place and cause. [for example, <i>then, next, soon, therefore</i> ]			
I am beginning to use <b>prepositions</b> to express time, place and cause. [for example, <i>before, after, during, in, because of</i> ]			
I am beginning to use inverted commas to punctuate direct speech. ★ UP			
I am beginning to use commas to mark clauses			

# West Park Primary School

## Stage 4 Writing Targets



Name:	Aut	Spr	Sum
<b><u>Composition</u></b>			
I think carefully about text type, audience and style of language when I plan.			
I can create a setting in a story using a multi-sensory approach			
I can open sentences in different ways. ★ C, AD or an 'ing' verb			
I can vary the length of sentences for effect. ★ SS, single clause and multi-clause sentences			
I can section my writing in paragraphs to develop an idea/theme			
I can create a physical description of a character using 2A, S			
I can create a character description through emotions and actions AD and powerful verbs <b>SNT code</b>			
I can use powerful verbs e.g. ' <i>darted</i> ' not ' <i>ran</i> ', ' <i>wept</i> ' not ' <i>cried</i> '.			
I can use appropriate nouns and pronouns within my writing so that it is not repetitive.			
I can use varied and rich vocabulary to engage the reader			
I can use headings and subheadings to organise non-fiction texts			
When I have finished writing, I always read what I have written and edit it by improving grammar and vocabulary.			
<b><u>Spelling</u></b>			
I can add prefixes and suffixes to root words.			
I can recognise and spell words that sound the same but have different meanings (homophones).			
I am aware of words I misspell and check and edit work.			
<b><u>Grammar and punctuation</u></b>			
I can use fronted adverbials e.g. <u>Later that day</u> , I heard the bad news. PT, P and AD to begin my sentences			
I can choose adjectives and prepositions carefully to give noun phrases added detail e.g. <i>Many <u>strange</u> creatures live <u>under the sea</u>.</i> ★ 2A, P			
I can give detail or information before a verb e.g. <i><u>By the train station</u>, he stood and waited.</i>			
I can use a range of conjunctions e.g. <i>on the other hand, however, consequently.</i> ★ C			
I can use inverted commas and other punctuation for direct speech including a comma after the reporting clause e.g. The teacher announced, "We are having an extra art lesson today." . ★ UP			
I am starting to use commas accurately in a sentence.			
I can use apostrophes to mark plural possession e.g. the girls' names			

# West Park Primary School

## Stage 5 Writing Targets



Name:	Aut	Spr	Sum
<b><u>Composition</u></b>			
I can use the correct features and sentence structures to match the text type I am writing.			
I am developing links within paragraphs using devices such as: then, after that, this, firstly			
I can link ideas across paragraphs using adverbials of: <ul style="list-style-type: none"> <li>• time e.g. <i>later, before, then</i></li> <li>• place e.g. <i>nearby, far away</i></li> <li>• number e.g. <i>secondly, finally</i></li> </ul>			
I can talk about the text type, audience, organisation and language used within my writing.			
I can open sentences with high level conjunctions e.g. <i>although, even though, before, meanwhile, despite</i> ★ C			
I can use grammar and vocabulary to grab the reader's attention. ★ 2A, AD, P, S, SS			
I can develop a character through emotion, action and speech. <b>SNT</b>			
I can describe a setting using a multisensory approach			
I know when to use formal and informal language.			
I am beginning to show viewpoint in my writing by making comments about characters and events.			
<b><u>Spelling</u></b>			
I understand the rules for adding prefixes and suffixes.			
I can make new verbs with prefixes e.g. <i>revisit, disappear</i> .			
I can change nouns or adjectives into verbs by adding a suffix e.g. <i>apology – apologise, length – lengthen</i> .			
I can spell words with silent letters e.g. <i>knight, gnaw</i> .			
I can use a thesaurus.			
I can use a range of spelling strategies.			
<b><u>Grammar and punctuation</u></b>			
I can give extra information in a sentence using relative pronouns: who, which, where when, whose, that e.g. <i>Do you see the cat <u>which</u> is lying on the roof?</i> <b>XI code</b>			
I can suggest degrees of possibility using adverbs e.g. <i>perhaps, surely, certainly, definitely</i> and modal verbs e.g. <i>might, should, will, must ought to</i>			
I can convert nouns or adjectives into verbs using suffixes such as –ate, –ise, –ify			
I can use a greater range of <b>UP</b> including: ..., - and ( ) I			
I can use commas to mark clauses accurately in a sentence.			
I can use colons to begin a list			



# West Park Primary School

## Stage 6 Writing Targets



Name:	Aut	Spr	Sum
<b>Composition</b>			
I can identify the audience and purpose of my writing.			
I can use the appropriate form for the audience and purpose of my writing, using similar writing as a model for my own.			
I can make notes before writing and develop my ideas by using my own reading and research.			
I can select appropriate grammar and vocabulary to make meaning clear.			
★ 2A, AD, P			
I can select appropriate vocabulary to create atmosphere and effect.			
★ 2A, AD, P, S, repetition			
I can use dialogue to convey character and advance action in story writing.			
I can use a range of organisational features to structure my writing and guide the reader e.g. headings, sub-headings, columns, bullet points and tables.			
I can use the passive voice to affect how information is presented in a sentence.			
I can assess the effectiveness of my own and others' writing.			
I can proof-read for spelling and punctuation errors.			
I can proof-read to ensure consistent use of tense and correct subject verb agreement for singular and plural e.g. <i>The book <u>is</u> on the table/The books <u>are</u> on the table.</i>			
I can suggest changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.			
<b>Spelling</b>			
I understand the rules for adding prefixes and suffixes.			
I can convert verbs into nouns by adding a suffix e.g. <i>run – runner.</i>			
I can distinguish between homophones and other words which are often confused e.g. <i>hear/here.</i>			
I understand that the spellings of some words need to be learnt specifically.			
I can use any dictionary or thesaurus.			
I can use a range of spelling strategies.			
<b>Grammar and punctuation</b>			
I use commas to mark phrases and clauses.			
I can use expanded noun phrases to convey complicated information concisely e.g. <i>The leaves lying at the bottom of the driveway.</i>			
I can vary sentence structure to suit formal or informal writing.			
★ SS, compound and complex sentences.			
I can use a colon (:) to introduce a list and semi-colons (;) within lists.			
I can use a hyphen (-) in compound adjectives for clarity e.g. <i>man-eating shark, long-haired girl.</i>			
I can use a semi colon, colon and dash to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i>			