



# Writing Year 1

## WRITING Year 1

Strand	Objective	Child Speak Target
Transcription	Spell words containing each of the 40+ phonemes already taught.	<i>I can spell my word list accurately.</i>
Transcription	Spell common exception words.	<i>I can spell some unusual words correctly.</i>
Transcription	Spell the days of the week.	<i>I can spell the days of the week.</i>
Transcription	Naming the letters of the alphabet in order.	<i>I know the names of all the letters of the alphabet in order.</i>
Transcription	Using letter names to distinguish between alternative spellings of the same sound.	<i>I know some sounds can be spelled in different ways using different letters.</i>
Transcription	Add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.	<i>I use word endings such as -s and -es to change a word to mean more than one.</i>
Transcription	Add prefixes using the prefix un-.	<i>I know how to add un- at the beginning of a word to create a new word.</i>
Transcription	Add suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].	<i>I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper.</i>
Transcription	Apply simple year 1 spelling rules and guidance.	<i>I can spell the words correctly in my Year 1 spelling list.</i>
Transcription	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	<i>I can write out a sentence told to me by my teacher.</i>
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly.	<i>When writing, I sit and hold a pencil correctly.</i>
Handwriting	Begin to form lower-case letters in the correct direction, starting and finishing in the right place.	<i>I can write some of my letters correctly, starting and finishing in the right place.</i>

Handwriting	Form capital letters.	<i>I can write some capital letters.</i>
Handwriting	Form digits 0-9.	<i>I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.</i>
Handwriting	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these..	<i>I can tell you how some letters are similar and can be put into groups.</i>
Composition	Saying out loud what they are going to write about.	<i>Before I write a sentence, I can say out loud what I am going to write.</i>
Composition	Composing a sentence orally before writing it.	<i>I can think of and say a sentence before I write it.</i>
Composition	Sequencing sentences to form short narratives.	<i>I can write a text by thinking of a list of sentences in the order I need.</i>
Composition	Re-reading what they have written to check that it makes sense.	<i>I check my sentences make sense by re-reading them.</i>
Composition	Discuss what they have written with the teacher or other pupils.	<i>I can discuss what I have written with the teacher or my friends.</i>
Composition	Read aloud their writing clearly enough to be heard by their peers and the teacher.	<i>I can read aloud my own writing so my friends and the teacher can hear me.</i>
Vocabulary Grammar Punctuation	Leaving spaces between words.	<i>When I write, I leave spaces between my words.</i>
Vocabulary Grammar Punctuation	Joining words and joining clauses using 'and'.	<i>I can add together two sentences using 'and'.</i>
Vocabulary	Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.	<i>I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work.</i>

Grammar Punctuati on		
Vocabular y Grammar Punctuati on	Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	<i>I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I.</i>
Vocabular y Grammar Punctuati on	Understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun.	<i>I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes.</i>
Vocabular y Grammar Punctuati on	Understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper].	<i>I can add endings such as -ing and -ed to words to make new words.</i>
Vocabular y Grammar Punctuati on	Understanding how the prefix un- changes the meaning of verbs and adjectives.	<i>I understand how adding un to the beginning of some words changes the word to mean the opposite.</i>
Vocabular y Grammar Punctuati on	Understanding how words can combine to make sentences.	<i>I know that words can be put together to build sentences.</i>
Vocabular y Grammar Punctuati on	Use year 1 grammatical terminology in English Appendix 2 in discussing their writing.	<i>I can use the grammar rules set out in my grammar list.</i>



# Writing Year 2

## WRITING Year 2

Strand	Objective	Child Speak Target
Transcription	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.	<i>I can spell words correctly by saying them out loud.</i>
Transcription	Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.	<i>I am learning new ways for spelling words which sound the same but have different meanings.</i>
Transcription	Learning to spell common exception words.	<i>I know how to spell words that do not follow a spelling pattern.</i>
Transcription	Learning to spell more words with contracted forms.	<i>I can spell more words by using 'rules' I already know.</i>
Transcription	Learning the possessive apostrophe (singular) [for example, the girl's book].	<i>I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling.</i>
Transcription	Distinguishing between homophones and near-homophones.	<i>I can show I know the difference between homophones and near-homophones in my spelling.</i>
Transcription	Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.	<i>I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.</i>
Transcription	Apply year 2 spelling rules and guidance.	<i>I can spell the words correctly in my Year 2 spelling list.</i>
Transcription	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	<i>I can write out a sentence told to me by my teacher and use the correct punctuation.</i>
Handwriting	Form lower-case letters of the correct size relative to one another.	<i>When I write, my letters are the same size.</i>
Handwriting	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	<i>I am learning which letters to join up in my handwriting, and which ones are best left unjoined.</i>
Handwriting	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	<i>I can write letters and numbers that are the right way round and the right size.</i>

Handwriting	Use spacing between words that reflects the size of the letters.	<i>I know where to leave spaces between words.</i>
Composition	Writing narratives about personal experiences and those of others (real and fictional).	<i>I am beginning to write stories about things that have happened to me or other people.</i>
Composition	Writing about real events.	<i>I am able to write longer stories about real things that have happened.</i>
Composition	Writing poetry.	<i>I can write my own poems.</i>
Composition	Writing for different purposes.	<i>I like to write for different purposes, for example, for my teacher, myself or for a class assembly.</i>
Composition	Planning or saying out loud what they are going to write about.	<i>Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud.</i>
Composition	Writing down ideas and/or key words, including new vocabulary.	<i>I think about what I am going to write by writing down my ideas and important words which will help me.</i>
Composition	Encapsulating what they want to say, sentence by sentence.	<i>I can write down brief descriptions about what I want to include in my writing, before I begin.</i>
Composition	Evaluating their writing with the teacher and other pupils.	<i>I can make changes in my writing by listening to what others have to say about it.</i>
Composition	Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	<i>Once finished, I will re-read my work to make sure it makes sense.</i>
Composition	Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].	<i>I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.</i>
Composition	Read aloud what they have written with appropriate intonation to make the meaning clear.	<i>I can read aloud my work in a way which helps people understand it.</i>
Vocabulary Grammar Punctuation	Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.	<i>I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</i>

on		
Vocabulary Grammar Punctuation	Learning how to use commas for lists.	<i>I can use commas correctly when making a list of things.</i>
Vocabulary Grammar Punctuation	Learning how to use apostrophes for contracted forms and the possessive (singular).	<i>I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. For example, I'll means I will.</i>
Vocabulary Grammar Punctuation	Sentences with different forms: statement, question, exclamation, command.	<i>I am learning to write sentences which convey different meaning for different purposes.</i>
Vocabulary Grammar Punctuation	Expanded noun phrases to describe and specify [for example, the blue butterfly].	<i>I am able to write more interesting sentences by adding further detail.</i>
Vocabulary Grammar Punctuation	The present and past tenses correctly and consistently including the progressive form.	<i>I try to write in the present or past tense when writing.</i>
Vocabulary Grammar Punctuation	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).	<i>I can use words such as when, if, that, because, or, and or but when I write sentences.</i>
Vocabulary	Understanding the formation of nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman]	<i>I can add -ness and -er to the end of a word to make new words and I know some words (such as superman or</i>

Grammar Punctuati on		<i>whiteboard) are made by joining two different words together.</i>
VGP	Understanding the formation of adjectives using suffixes such as -ful, -less.	<i>I can add -ful and -less to words to make adjectives.</i>
VGP	Understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs.	<i>I know what changes happen to the meaning of words when I add -er, -est and -ly to words.</i>
V G P	Use and understand the year 2 grammatical terminology in English Appendix 2 in discussing their writing.	<i>When I discuss my writing, I can use the correct Year 2 grammar as set out in my Year 2 grammar list.</i>



# Writing Year 3

## WRITING Year 3&4

Strand	Objective	Child Speak Target
Transcription	Use further prefixes and suffixes and understand how to add them (English Appendix 1).	<i>I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.</i>
Transcription	Spell further homophones.	<i>I can spell an increasing number of homophones.</i>
Transcription	Spell words that are often misspelt (English Appendix 1).	<i>I am able to spell words that are often misspelt.</i>
Transcription	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].	<i>I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.</i>
Transcription	Use the first two or three letters of a word to check its spelling in a dictionary.	<i>When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.</i>
Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	<i>I can write simple sentences from memory that have been dictated to me, using the correct punctuation.</i>
Handwriting	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	<i>In handwriting, I know which letters are appropriate to join.</i>
Handwriting	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	<i>My joined handwriting is legible with all letters the same height and the correct distance apart from each other.</i>
Composition	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	<i>I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.</i>
Composition	Discussing and recording ideas.	<i>I am able to use ideas to plan my writing.</i>
Composition	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an	<i>I am using an increasing range of sentence structures and richer vocabulary in my writing.</i>

	increasing range of sentence structures (English Appendix 2).	
Composition	Organising paragraphs around a theme.	<i>I can draft my work into paragraphs.</i>
Composition	Creating settings, characters and plot in narratives.	<i>I can organise my writing using different settings, characters and plot.</i>
Composition	Using simple organisational devices in non-narrative material [for example, headings and sub-headings].	<i>I can organise my writing by using headings and sub-headings.</i>
Composition	Assessing the effectiveness of their own and others' writing and suggesting improvements.	<i>I can edit my own work and that of others and add improvements to the texts.</i>
Composition	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	<i>I can edit written work to improve the use of grammar.</i>
Composition	Proof-read for spelling and punctuation errors.	<i>When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.</i>
Composition	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<i>I can read my writing out to an audience in an interesting and clear manner.</i>

## WRITING Year 3

Strand	Objective	Child Speak Target
Vocabulary Grammar Punctuation	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	<i>I can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.</i>
Vocabulary Grammar Punctuation	Using the present perfect form of verbs in contrast to the past tense.	<i>I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.</i>
Vocabulary Grammar Punctuation	Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading.	<i>I can use the grammar rules set out in my grammar list.</i>
Vocabulary Grammar Punctuation	Using conjunctions, adverbs and prepositions to express time and cause.	<i>I can use conjunctions, adverbs and prepositions to express time and cause in my writing.</i>
Vocabulary Grammar Punctuation	Understanding the formation of nouns using a range of prefixes [for example super-, anti-, auto-]	<i>I can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know.</i>
Vocabulary Grammar Punctuation	Understanding the use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].	<i>I know when to use 'a' or 'an' depending on what the next word begins with.</i>

Vocabulary Grammar Punctuation	Understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].	<i>I know some words belong to word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.</i>
Vocabulary Grammar Punctuation	Understanding paragraphs as a way to group related material.	<i>I group ideas I write about into paragraphs.</i>
Vocabulary Grammar Punctuation	Using headings and sub-headings to aid presentation.	<i>I use headings and sub-headings to structure and present my work.</i>
Vocabulary Grammar Punctuation	Beginning to use inverted commas to punctuate direct speech.	<i>I know that inverted commas are used to open and close what someone is saying in a text.</i>



# Writing Year 4

## WRITING Year 3&4

Strand	Objective	Child Speak Target
Transcription	Use further prefixes and suffixes and understand how to add them (English Appendix 1).	<i>I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.</i>
Transcription	Spell further homophones.	<i>I can spell an increasing number of homophones.</i>
Transcription	Spell words that are often misspelt (English Appendix 1).	<i>I am able to spell words that are often misspelt.</i>
Transcription	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].	<i>I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.</i>
Transcription	Use the first two or three letters of a word to check its spelling in a dictionary.	<i>When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.</i>
Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	<i>I can write simple sentences from memory that have been dictated to me, using the correct punctuation.</i>
Handwriting	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	<i>In handwriting, I know which letters are appropriate to join.</i>
Handwriting	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	<i>My joined handwriting is legible with all letters the same height and the correct distance apart from each other.</i>
Composition	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	<i>I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.</i>
Composition	Discussing and recording ideas.	<i>I am able to use ideas to plan my writing.</i>
Composition	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an	<i>I am using an increasing range of sentence structures and richer vocabulary in my writing.</i>

	increasing range of sentence structures (English Appendix 2).	
Compositi on	Organising paragraphs around a theme.	<i>I can draft my work into paragraphs.</i>
Compositi on	Creating settings, characters and plot in narratives.	<i>I can organise my writing using different settings, characters and plot.</i>
Compositi on	Using simple organisational devices in non-narrative material [for example, headings and sub-headings].	<i>I can organise my writing by using headings and sub-headings.</i>
Compositi on	Assessing the effectiveness of their own and others' writing and suggesting improvements.	<i>I can edit my own work and that of others and add improvements to the texts.</i>
Compositi on	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	<i>I can edit written work to improve the use of grammar.</i>
Compositi on	Proof-read for spelling and punctuation errors.	<i>When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.</i>
Compositi on	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<i>I can read my writing out to an audience in an interesting and clear manner.</i>

## WRITING Year 4

Strand	Objective	Child Speak Target
Vocabulary Grammar Punctuation	Using commas after fronted adverbials.	<i>I use commas after fronted adverbial - such as 'Later that day, I heard the bad news'.</i>
Vocabulary Grammar Punctuation	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	<i>I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.</i>
Vocabulary Grammar Punctuation	Using fronted adverbials.	<i>I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.</i>
Vocabulary Grammar Punctuation	Understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].	<i>I know I should not write in the same way that I talk.</i>
Vocabulary Grammar Punctuation	Indicating possession by using the possessive apostrophe with plural nouns.	<i>I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing.</i>
Vocabulary Grammar Punctuation	Using and punctuating direct speech.	<i>I can punctuate speech in a text.</i>
Vocabulary Grammar Punctuation	Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading.	<i>I can talk about my work using the learning from my Year 4 grammar list.</i>
Vocabulary Grammar Punctuation	Using expanded noun phrases to convey complicated information concisely.	<i>I describe nouns in careful detail when I need to write about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'.</i>



# Writing Year 5

## WRITING Year 5&6

Strand	Objective	Child Speak Target
Transcripti on	Use further prefixes and suffixes and understand the guidance for adding them.	<i>I add prefixes and suffixes using the rules we have worked on in class.</i>
Transcripti on	Spell some words with 'silent' letters [for example, knight, psalm, solemn].	<i>I can spell some words that include silent letters, such as knight, psalm and solemn.</i>
Transcripti on	Continue to distinguish between homophones and other words which are often confused.	<i>I know some words sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').</i>
Transcripti on	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.	<i>I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.</i>
Transcripti on	Use dictionaries to check the spelling and meaning of words.	<i>I use a dictionary to check how words are spelled and what words mean.</i>
Transcripti on	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	<i>I use the first three or four letters of a word to quickly find it in a dictionary.</i>
Transcripti on	Use a thesaurus.	<i>I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.</i>
Handwriti ng	Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	<i>I make sure others can read my handwriting and decide whether or not to join specific letters.</i>
Handwriti ng	Choosing the writing implement that is best suited for a task.	<i>I choose the writing tool that is best suited for a task.</i>
Compositi on	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	<i>I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.</i>
Compositi on	Noting and developing initial ideas, drawing on reading and research where necessary.	<i>I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</i>
Compositi	Considering how authors have developed characters and	<i>I plan my writing by considering how other authors have</i>

on	settings in what pupils have read, listened to or seen performed in narratives.	<i>developed characters and settings.</i>
Composition	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	<i>I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i>
Composition	describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.	<i>I review my work to further describe and develop settings, characters and the narrative atmosphere.</i>
Composition	Precising longer passages.	<i>I can precis a longer passage to create a short text with the same meaning.</i>
Composition	Using a wide range of devices to build cohesion within and across paragraphs.	<i>I use themes and details across my texts to help link paragraphs together into a flow of text.</i>
Composition	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	<i>I use headings, bullet points and underlining to structure and guide a reader through my writing.</i>
Composition	Assessing the effectiveness of their own and others' writing.	<i>I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.</i>
Composition	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	<i>I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.</i>
Composition	Ensuring the consistent and correct use of tense throughout a piece of writing.	<i>I ensure I use the consistent and correct use of tense throughout a piece of writing.</i>
Composition	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	<i>I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.</i>
Composition	Proof-read for spelling and punctuation errors.	<i>I proof-read my work to correct spelling and punctuation mistakes.</i>
Composition	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	<i>I read aloud my own work so the meaning is clear, fluent and flows correctly.</i>

## WRITING Year 5

Strand	Objective	Child Speak Target
Vocabulary Grammar Punctuation	Using modal verbs or adverbs to indicate degrees of possibility.	<i>I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.</i>
Vocabulary Grammar Punctuation	Using brackets, dashes or commas to indicate parenthesis.	<i>I use brackets, dashes or commas to create an explanation section in a sentence.</i>
Vocabulary Grammar Punctuation	Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading.	<i>I can talk about my work using the learning from my Year 5 grammar list.</i>
Vocabulary Grammar Punctuation	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	<i>I begin sentence clauses with who, which, where, when, whose, that or with.</i>
Vocabulary Grammar Punctuation	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]	<i>I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].</i>
Vocabulary Grammar Punctuation	Understanding verb prefixes [for example, dis-, de-, mis-, over- and re-].	<i>I understating a range of verb prefixes (such as dis-, de-, mis-, over- and re-).</i>

Vocabulary Grammar Punctuation	Understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly].	<i>I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.</i>
Vocabulary Grammar Punctuation	Understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].	<i>I know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</i>
Vocabulary Grammar Punctuation	Using commas to clarify meaning or avoid ambiguity in writing.	<i>I use commas to structure my sentences and clarify the meaning of a text.</i>



# Writing Year 6

## WRITING Year 5&6

Strand	Objective	Child Speak Target
Transcription	Use further prefixes and suffixes and understand the guidance for adding them.	<i>I add prefixes and suffixes using the rules we have worked on in class.</i>
Transcription	Spell some words with 'silent' letters [for example, knight, psalm, solemn].	<i>I can spell some words that include silent letters, such as knight, psalm and solemn.</i>
Transcription	Continue to distinguish between homophones and other words which are often confused.	<i>I know some words sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').</i>
Transcription	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.	<i>I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.</i>
Transcription	Use dictionaries to check the spelling and meaning of words.	<i>I use a dictionary to check how words are spelled and what words mean.</i>
Transcription	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	<i>I use the first three or four letters of a word to quickly find it in a dictionary.</i>
Transcription	Use a thesaurus.	<i>I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.</i>
Handwriting	Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	<i>I make sure others can read my handwriting and decide whether or not to join specific letters.</i>
Handwriting	Choosing the writing implement that is best suited for a task.	<i>I choose the writing tool that is best suited for a task.</i>
Composition	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	<i>I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.</i>
Composition	Noting and developing initial ideas, drawing on reading and research where necessary.	<i>I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</i>
Composition	Considering how authors have developed characters and	<i>I plan my writing by considering how other authors have</i>

on	settings in what pupils have read, listened to or seen performed in narratives.	<i>developed characters and settings.</i>
Composition	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	<i>I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i>
Composition	describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.	<i>I review my work to further describe and develop settings, characters and the narrative atmosphere.</i>
Composition	Precising longer passages.	<i>I can precis a longer passage to create a short text with the same meaning.</i>
Composition	Using a wide range of devices to build cohesion within and across paragraphs.	<i>I use themes and details across my texts to help link paragraphs together into a flow of text.</i>
Composition	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	<i>I use headings, bullet points and underlining to structure and guide a reader through my writing.</i>
Composition	Assessing the effectiveness of their own and others' writing.	<i>I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.</i>
Composition	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	<i>I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.</i>
Composition	Ensuring the consistent and correct use of tense throughout a piece of writing.	<i>I ensure I use the consistent and correct use of tense throughout a piece of writing.</i>
Composition	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	<i>I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.</i>
Composition	Proof-read for spelling and punctuation errors.	<i>I proof-read my work to correct spelling and punctuation mistakes.</i>
Composition	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	<i>I read aloud my own work so the meaning is clear, fluent and flows correctly.</i>

## WRITING Year 6

Strand	Objective	Child Speak Target
Vocabulary Grammar Punctuation	Using hyphens to avoid ambiguity.	<i>I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.</i>
Vocabulary Grammar Punctuation	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.	<i>I can write out formal speech or texts using appropriate vocabulary.</i>
Vocabulary Grammar Punctuation	Using passive verbs to affect the presentation of information in a sentence.	<i>I use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.</i>
Vocabulary Grammar Punctuation	Understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little].	<i>I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).</i>
Vocabulary Grammar Punctuation	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.	<i>I link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.</i>
Vocabulary Grammar Punctuation	Understanding layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].	<i>I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.</i>
Vocabulary Grammar Punctuation	Using semi-colons, colons or dashes to mark boundaries between independent clauses.	<i>I mark out separate clauses in a sentences by using a semi-colon or colon.</i>
Vocabulary Grammar Punctuation	Using a colon to introduce a list.	<i>I use a colon to indicate the beginning of a list.</i>
Vocabulary Grammar	Punctuating bullet points consistently.	<i>I use bullet points accurately when constructing a list.</i>

Punctuation		
Vocabulary Grammar Punctuation	Use and understand the grammatical terminology in English Appendix 2 Year 6 accurately and appropriately in discussing their writing and reading.	<i>I can talk about my work using the learning from my Year 6 grammar list.</i>