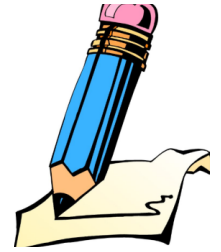




# Writing

Name: \_\_\_\_\_



## By the end of Year 1...

### Writing: Composition Targets

To write with purpose		<b>* I can use some of the characteristic features of the type of writing used, with a frame or structure.</b>
To use imaginative description		*I understand the term noun, adjective, verb, pronoun and adverb. *I can use nouns and pronouns for variety in my writing. <b>*I use adjectives to add detail.</b>
To organise writing appropriately		*With support, I re-read my writing and make changes so it makes sense. *Tenses are sometimes used correctly. *My writing is organised in line with its purpose when a structure is provided.
To use paragraphs		<b>* I am able to write about more than one idea.</b>
To use sentences appropriately		<b>*My writing includes a number of related sentences.</b> <b>*I'm beginning to link sentences with conjunctions and connectives.</b> *I'm beginning to use a range of openers beyond 'and' or 'then'.

## By the end of Year 2...

		<b>*I can use knowledge of the characteristic features of text types in my writing.</b>
		<b>*I use imaginative descriptive language.</b> *I can use adverbs for extra detail.
		<b>* My writing generally makes sense to the reader.</b> * I mostly use tenses correctly. *My writing is generally organised appropriately.
		<b>* My ideas are beginning to be split into paragraphs.</b> * I can use paragraphs that contain related information.
		<b>*My writing includes a number of related sentences that flow and make sense as a short narrative.</b> <b>*My sentences are linked with a good range of conjunctions and connectives.</b> <b>*My sentences begin in a variety of ways.</b>

### Writing: Transcription Targets

To present neatly		<b>*I am beginning to form letters and digits in the correct formation. (There may be inconsistencies in the size of letters.)</b> *I am beginning to use finger spaces. *I am beginning to join some of my letters.
To spell correctly		<b>*I can spell some of the 40+ learnt phonemes and apply them in my writing.</b> *I can spell some of the days of the week. *I can sometime write the words 'said' and 'the' correctly. *I am beginning to use -s and -es for plurals. *I sometimes use apostrophes.
To punctuate accurately		<b>*I am beginning to use capital letters for pronouns.</b> <b>*I can sometimes punctuate sentences using full stops and capital letters.</b> * I understand the use of exclamation and questions marks and I am sometimes apply them in my writing.  *When writing frames or other support is provided, subordination and coordination are used to provide extended clarity to sentences. <b>*I join sentences using 'and'.</b> *I am starting to experiment with other connectives, such as 'but', 'or' and 'because'.

		<b>*My Letters and digits are generally formed correctly and consistently in size.</b> * I can use spacing between words that reflects the size of the letters. * I am beginning to use a joined style of writing.
		<b>*I can spell most of the 40+ learnt phonemes and apply them in my writing.</b> <b>*I can spell most of the common exception words correctly.</b> *I use some prefixes (such as un-) and suffixes (such as -ing, -ed, -er, -ing, -er and -est). *I can use the possessive (singular) apostrophe. *I understand the difference between homophones and near-homophones.
		<b>*I can use full stops and capital letters correctly most of the time.</b> <b>*Most of my sentences are punctuated and include a range of punctuation. (!,?)</b> *I generally use apostrophes for contracted forms correctly. <b>*I can use subordinating (when, if, that, because) and coordinating (or, and, but ) connectives.</b>

### Writing: Analysis and Presentation Targets

To analyse writing		<b>*I can use and understand grammatical terminology: word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</b>
To present writing		*With encouragement, I can be heard by my peers. *With encouragement, I use intonation when reading aloud.

		<b>*I can use and understand grammatical terminology: verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.</b>
		*I can read aloud clearly enough to be heard by peers and the teacher. *I can read aloud with some intonation.