

Writing Target Card

Developing Towards (b some b+ all)

Vocabulary, Grammar and Punctuation

Fiction **NF**

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

Can demarcate some sentences with capital letters and full stops

Use some words chosen for effect, and appropriate to the subject matter

Use some technical words to convey information (e.g. parts of the body, cooking equipment)

Show some variation in sentence openings (e.g. use simple time connectives to support chronology in writing (then, after, first))

Use capital letters for some proper nouns (e.g. countries)

Use simple conjunctions (e.g. and, but, so) to connect clauses

Use extended simple sentences (e.g. including adverbs and adjectives) to add interest

Transcription (Spelling and Handwriting)

segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly

spelling some common exception words

forming lower-case letters in the correct direction, starting and finishing in the right place

forming lower-case letters of the correct size relative to one another in some of the writing

using spacing between words.

Use common alternative graphemes with increasing accuracy in writing (e.g. ai/ay/ey/ a-e -)

Add suffixes to simple regular verbs (e.g. add -s, -ed, -ing)

Show awareness of silent letters in spelling (e.g. knight, write)

Use -le ending as the most common spelling for this sound at the end of words

Composition (Organisation and Purpose)

Some awareness of purpose with ideas and content generally relevant to the task (e.g. informative points in a report; memories in a recount; sequence of events in a story)

Simple words or phrases signal beginnings and endings

Ideas show some development within sections of writing

Structure and form of narrative clear (e.g. beginning, middle and end; sense of sequence)

End Expectation (1/3 W | 2/3 W+ ALL S)

Vocabulary, Grammar and Punctuation

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

demarcating most sentences with capital letters and full stops

using sentences with different forms in their writing (statements, questions, exclamations and commands)

using some expanded noun phrases to describe and specify

using present and past tense mostly correctly and consistently

using co-ordination (or / and / but) and some subordination (when / if / that / because)

Attempt some varied vocabulary to create detail, for effect and interest

Use a wider range of sentence openers (e.g. use of adverbs)

Express ideas clearly using simple and co-ordinating sentences

Some indication of subordination, usually at the end of a sentence (e.g. I put up my umbrella when the rain came down)

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy

Commas used to separate items in a list

Use apostrophes for singular possession (e.g. The girl's book, James's ball)

Transcription (Spelling and Handwriting)

segmenting spoken words into phonemes and representing these by graphemes spelling many correctly

*spelling many common exception words**

*spelling some words with contracted forms**

*adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly**

using the diagonal and horizontal strokes needed to join letters in some of their writing

writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

using spacing between words that reflects the size of the letters.

Accurately spell common phonically decodable two and three syllable words

Common homophones are spelt accurately (e.g. here/hear; to/too/two; see/sea; bee/be)			
Spelling of the days of the week and months of the year are accurate (including use of capital letters)			
<u>Composition (Organisation and Purpose)</u>			
Viewpoint may be indicated by simple comments or actions (e.g. the teacher was kind...; apples are good for you...)			
Able to make simple additions, revisions and corrections to their writing			
Writing content and organisation relates to the purpose: mostly relevant ideas and content, sometimes repetitive or sparse			
Able to create narratives with some detail in characterisation, description of setting and development of plot			
Use of simple organisational devices in non-fiction to organise ideas for the reader (e.g. titles, sub-headings, illustrations and captions)			
Some attempt to sequence ideas or events (e.g. by use of time related words; numbered points; headings, line breaks; use of pictures)			
Openings and closings sometimes signalled in a range of writing			
Surpassing (Some)			
<u>Vocabulary, Grammar and Punctuation</u>			
The pupil can write for different purposes, after discussion with the teacher using the full range of punctuation taught at key stage 1 mostly correctly			
Use some apt word choices to create interest (e.g. write in a lively way that holds the reader's interest)			
Use adverbs to modify verbs			
Use simple noun phrases with a greater range of vocabulary (e.g. a lot of money; my younger sister; the best team in the world)			
Use a variety of fronted adverbials to add interest (e.g. In the middle of the park...; A week last Friday...)			
Use simple time subordination to open sentences (e.g. When I finished dinner; After we had an ice cream)			
Begin to use a range of past tense forms (e.g. I walked, I was walking, I had walked) to support sequencing and chronology			
Use inverted commas to indicate direct speech, though some errors may be present in opening and closing of different speakers			
Begin to use commas after simple fronted adverbials (e.g. Today, I feel tired)			
<u>Transcription (Spelling and Handwriting)</u>			
spelling most common exception words			
spelling most words with contracted forms			
adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly*			
using the diagonal and horizontal strokes needed to join letters in most of their writing.			
Correct use and spelling of pronouns			
Evidence of a range of prefixes spelt correctly (e.g. un-, dis-)			
<u>Composition (Organisation and Purpose)</u>			
Able to demonstrate stamina in writing by creating chronological stories, sequencing events and providing some detail of either characterisation or setting			
Able to develop characteristic forms of narrative (e.g. traditional tales)			
Brief comments, questions about events or actions suggest viewpoint			
Simple text structure with an attempt to organise related ideas in sections or paragraphs			
Show some consistency with the use of the first and third person			
Build up a sequence of relevant events with a simple conclusion or appropriate ending			
Some awareness of purpose through selection of relevant content and an attempt to interest the reader			