

Writing Skills - Target Tracker Statements

Skill type			
Year 1	<u>Transcription</u>	<u>Composition</u>	<u>Punctuation and Grammar</u>
Year 2	<u>Transcription</u>	<u>Composition</u>	<u>Punctuation and Grammar</u>
Year 3	<u>Transcription</u>	<u>Composition</u>	<u>Punctuation and Grammar</u>
Year 4	<u>Transcription</u>	<u>Composition</u>	<u>Punctuation and Grammar</u>
Year 5	<u>Transcription</u>	<u>Composition</u>	<u>Punctuation and Grammar</u>
Year 6	<u>Transcription</u>	<u>Composition</u>	<u>Punctuation and Grammar</u>

<u>Transcription</u>							
<u>Handwriting</u>							
Year 1	Form most lower case letters correctly.	Form lower case letters in the correct direction, starting and finishing in the right place.	Form capital letters.	Form digits 0-9.	Understand which letters belong to which handwriting 'families'.		
Year 2	Form lower case letters of the correct size relative to one another in some of their	Form lower case letters of the correct size relative to one another in most of their writing.	Use the diagonal and horizontal strokes needed to join letters in some of their	Use the diagonal and horizontal strokes needed to join letters.	Understand which letters, adjacent to one another, are best left unjoined.	Write capital letters and digits of the correct size, orientation and relationship to	Use spacing between words that reflects the size of the letters.

	writing.	writing.	one another and to lower case letters.
Year 3	Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.		Increase the legibility, consistency and quality of their handwriting e.g. by beginning to ensure 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.
Year 4	Use the diagonal and horizontal strokes needed to join letters in some of their writing		Increase the legibility, consistency and quality of their handwriting e.g. by beginning to ensure 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.
Year 5	Write increasingly legibly, fluently and with increasing speed through improving choices of which the shape of a letter to use when given choices and deciding whether or not to join specific letters.		Writing increasingly legibly.
Year 6	Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined.		Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for the task.

<u>Composition</u>	
Year 1	<ul style="list-style-type: none">● Write sentences by saying out loud what they're going to write about, after discussion with the teacher.● Write down one of the sentences that has been rehearsed.● Compose and write sentences independently to convey ideas.● Write sentences, sequencing them to form short narratives. (Real or fictional)● Write sentences re-reading what has been writing to check that it makes sense.● Discuss what has been written with the teacher or other pupils.● Read aloud writing clearly enough to be heard by peers and the teacher.
Year 2	<ul style="list-style-type: none">● Write sentences that are linked thematically.● Write about real events, recording these simply and clearly.● Write poetry to develop positive attitudes and stamina for writing.● Write effectively and coherently for different purposes, drawing on reading to inform the vocabulary and grammar of writing.● Consider what they are going to write before beginning by writing down ideas, keywords and new vocabulary,● Consider what they are going to write before beginning by encapsulating what they want to say, sentences by sentence.● Make simple additions, revisions and corrections to own writing, by evaluating their writing with the teacher and other pupils.● Make simple additions, revisions and corrections to own writing by re-reading to check that it makes sense and that verbs in indicate time are used correctly and consistently, including verbs of the continuous form.● Make simple additions, revisions and corrections to own writing by proof-reading e.g. errors in SPaG, improve word phrases, independently or following a conversation with the teacher.● Read aloud what has been written with appropriate intonation to make the meaning clearer.
Year 3	<ul style="list-style-type: none">● Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary.

	<ul style="list-style-type: none"> ● Plan writing by discussing and recording ideas within a given structure. ● Draft and write by composing and rehearse sentences orally, building on varied and rich vocabulary and using sentence structures from English Appendix 2. ● Draft and write by organising writing into paragraphs as a way of grouping related material. ● Draft and write in narratives, creating settings, characters and plot. ● Draft and write non-narrative material, using headings and subheadings to organise texts. ● Evaluate and edit by assessing the effectiveness of writing. ● Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. ● Proof read for spelling errors and for punctuation. ● Read own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
<p>Year 4</p>	<ul style="list-style-type: none"> ● Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary. ● Plan writing by discussing and recording ideas. ● Draft and write by composing and rehearse sentences orally (including dialogue), building on varied and rich vocabulary and using sentence structures from English Appendix 2. ● Draft and write by organising paragraphs around a theme. ● Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. ● Draft and write non-narrative material, using simple organisational devices. ● Evaluate and edit by assessing the effectiveness of his/her own and others writing and suggesting improvements. ● Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials. ● Proof read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials. ● Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
<p>Year 5</p>	<ul style="list-style-type: none"> ● Plan writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her

own

- Plan writing by noting and developing initial ideas, drawing on reading where necessary
- Plan writing of narratives by considering how authors have developed characters and setting in what the class has read, listened to or seen performed. .
- Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2..
- Draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character.
- Draft and write by precisising longer passages.
- Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g then, after that, this, firstly.
- Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.
- Use different verb forms mostly accurately with consideration for audience purpose.
- Evaluate and edit by assessing the effectiveness of his/her own and others writing.
- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).
- Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.
- Proof-read for spelling errors linked to spelling statements for Year 5.
- Proof-read for punctuation errors, including use of brackets, dashes or commas in indicate parenthesis; use of commas to clarify meaning or avoid ambiguity,
- Perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.

Year 6

- Plan writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of first person in a diary; direct address in instructions and persuasive writing).

- Plan writing by noting and developing initial ideas, drawing on reading and research where necessary
- Plan writing of narratives through reasoned consideration of how authors have developed characters and setting in what the class has read, listened to or seen performed.
- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure)
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2).
- Draft and write by precisising longer passages.
- Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word phrase, grammatical connections and ellipsis.
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. sub-headings, columns, bullets or tables.
- Evaluate and edit by assessing the effectiveness of his/her own and others writing with reasoning..
- Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).
- Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.
- Distinguish between the language of speech and writing and choosing appropriate register.
- Proof-read for spelling errors linked to spelling statements for Year 6.
- Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.
- Confidently perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.

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Punctuation and Grammar - NC Statements.

	Word	Sentence	Text	Punctuation	Terminology
Year 1	<p>Plural noun suffixes +s and es</p> <p>Adding suffixes to verbs where there is no change to the route verb. <i>Helped, helper, helping</i></p> <p>Adding prefix to verbs and adjectives and how this changes the meaning. +ing +ed +er +un</p>	<p>How words combine to make sentences.</p> <p>Joining clauses with and</p>	<p>Sequencing sentences to for short narratives</p>	<p>Separation of words with finger spaces</p> <p>Capital Letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Capital letters for names and personal pronoun I</p>	<p>Letter</p> <p>Capital Letter</p> <p>Word</p> <p>Singular</p> <p>Plural</p> <p>Sentence</p> <p>Punctuation</p> <p>Full stop</p> <p>Question Mark</p> <p>Exclamation Mark</p>

<p>Year 2</p>	<p>Formation of nouns using suffixes and by compounding.</p> <p>Formation of adjectives using suffixes</p> <p>Use of the suffixes er and est in adjectives and the use of ly to turn adjectives into adverbs.</p> <p>Formation of suffixes s, es ed Ing ful less ment</p>	<p>Subordination (when, if, that, because) and coordination (or, and, but)</p> <p>Expanded Noun Phrases for description and specification</p> <p>How the grammatical patterns in a sentence indicate function as a statement, question, exclamation or command.</p>	<p>Correct past and present tense (ed and irregular)</p> <p>Progressive forms of verbs in the present and past tense to mark actions in progress. (She is drumming, he was shouting)</p>	<p>Capital letters</p> <p>Full stops Question marks</p> <p>Exclamation marks</p> <p>Commas to separate a list</p> <p>Apostrophes to mark singular possession in nouns.</p>	<p>Noun</p> <p>Noun Phrase</p> <p>Statement</p> <p>Question</p> <p>Exclamation</p> <p>Command</p> <p>Compound</p> <p>Suffix</p> <p>Adjective</p> <p>Adverb</p> <p>Verb</p> <p>Tense (past, present)</p> <p>Apostrophe</p> <p>Comma</p>
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<p>Year 3</p>	<p>Formation of nouns using a range of prefixes Super Auto Anti</p> <p>Use of forms a and an</p> <p>Word families based on common words, showing how words are related in form and meaning.</p>	<p>Express time, place and cause using conjunctions. When Before After While So Because</p> <p>Adverbs Then Next Soon Therefore</p> <p>Or prepositions Before After During In Because of</p>	<p>Introduction to paragraphs to group material</p> <p>Headings and subheadings to aid presentation</p> <p>Use of present perfect form of verbs instead of simple past tense.</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Preposition</p> <p>Conjunction</p> <p>Word family</p> <p>Prefix</p> <p>Clause</p> <p>Subordinate clause</p> <p>Direct speech</p> <p>Consonant letter</p> <p>vowel</p> <p>Vowel letter</p> <p>Inverted Commas</p>
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<p>Year 4</p>	<p>Grammatical difference between plural and possessive 's'</p> <p>Standard forms for verb inflections instead of local spoken forms We were/we was I did/ I done</p>	<p>Noun Phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Fronted Adverbials</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>Use on inverted commas and other punctuation to indicate direct speech.</p> <p>Apostrophes to mark plural possession</p> <p>Use of commas after fronted adverbials.</p>	<p>Determiner Pronoun Possessive pronoun Adverbial</p>
<p>Year 5</p>	<p>Converting nouns or adjectives into verbs using suffixes.</p> <p>Verb Prefixes</p>	<p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs or modal verbs.</p>	<p>Devices to build cohesion within a paragraph <i>Then, after that, this, firstly.</i></p> <p>Linking ideas across paragraphs using adverbials of time, place and number or tenses choice.</p>	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p>	<p>Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity</p>

<p>Year 6</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p> <p>How words are related by meaning as synonyms and antonyms</p> <p>Punctuation of bullet points to list information</p>	<p>Use of passive to affect the presentation of information in a sentence.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g adverbials and ellipsis.</p> <p>Layout devices Headings, subheadings, columns, bullets or tables to structure text.</p>	<p>Use of the semi- colon, colon and dash to mark the boundary between.</p> <p>Use of the colon to introduce a list and use of semicolons within lists.</p> <p>How hyphens can be used to avoid ambiguity.</p>	<p>Subject</p> <p>Object</p> <p>Active</p> <p>Passive</p> <p>Synonym</p> <p>Antonym</p> <p>Ellipsis</p> <p>Hyphen</p> <p>Colon</p> <p>Semi-colon</p> <p>Bullet points</p>
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