

NC2014 WRITING LIST

OBJECTIVES and CHILD SPEAK TARGETS

WRITING Key Stage 1 Year 1

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 1 Y1	Transcription			
KS 1 Y1	Transcription	[KEY] Spell words containing each of the 40+ phonemes already taught.	<i>I can spell my word list accurately.</i>	
KS 1 Y1	Transcription	Spell common exception words.	<i>I can spell some unusual words correctly.</i>	
KS 1 Y1	Transcription	Spell the days of the week.	<i>I can spell the days of the week.</i>	
KS 1 Y1	Transcription	[KEY] Naming the letters of the alphabet in order.	<i>I know the names of all the letters of the alphabet in order.</i>	
KS 1 Y1	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>	
KS 1 Y1	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>	
KS 1 Y1	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>	
KS 1 Y1	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>	
KS 1 Y1	Transcription	Apply simple year 1 spelling rules and guidance.	<i>I can spell the words correctly in my Year 1 spelling list.</i>	
KS 1 Y1	Transcription	[KEY] 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>	
KS 1 Y1	Handwriting			
KS 1 Y1	Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly.	<i>When writing, I sit and hold a pencil correctly.</i>	
KS 1 Y1	Handwriting	[KEY] 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>	
KS 1 Y1	Handwriting	Form capital letters.	<i>I can write some capital letters.</i>	

KS 1 Y1	Handwriting	Form digits 0-9.	<i>I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.</i>	
KS 1 Y1	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>	
KS 1 Y1	Composition			
KS 1 Y1	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>	
KS 1 Y1	Composition	Composing a sentence orally before writing it.	<i>I can think of and say a sentence before I write it.</i>	
KS 1 Y1	Composition	[KEY] 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>	
KS 1 Y1	Composition	[KEY] Re-reading what they have written to check that it makes sense.	<i>I check my sentences make sense by re-reading them.</i>	
KS 1 Y1	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>	
KS 1 Y1	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>	
KS 1 Y1	Vocabulary Grammar Punctuation			
KS 1 Y1	Vocabulary Grammar Punctuation	Leaving spaces between words.	<i>When I write, I leave spaces between my words.</i>	
KS 1 Y1	Vocabulary Grammar Punctuation	Joining words and joining clauses using 'and'.	<i>I can add together two sentences using 'and'.</i>	
KS 1 Y1	Vocabulary Grammar Punctuation	[KEY] 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>	
KS 1 Y1	Vocabulary Grammar Punctuation	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>	
KS 1 Y1	Vocabulary Grammar Punctuation	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>	
KS 1 Y1	Vocabulary Grammar Punctuation	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>	
KS 1 Y1	Vocabulary Grammar	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>	

	Punctuation			
KS 1 Y1	Vocabulary Grammar Punctuation	Understanding how words can combine to make sentences.	<i>I know that words can be put together to build sentences.</i>	
KS 1 Y1	Vocabulary Grammar Punctuation	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 Key Stage 1 Year 2

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 1 Y2	Transcription			
KS 1 Y2	Transcription	[ES] [KEY] 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>	
KS 1 Y2	Transcription	[KEY] 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>	
KS 1 Y2	Transcription	[ES] Learning to spell common exception words.	<i>I know how to spell words that do not follow a spelling pattern.</i>	
KS 1 Y2	Transcription	[ES] Learning to spell more words with contracted forms.	<i>I can spell more words by using 'rules' I already know.</i>	
KS 1 Y2	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>	
KS 1 Y2	Transcription	Distinguishing between homophones and near-homophones.	<i>I can show I know the difference between homophones and near-homophones in my spelling.</i>	
KS 1 Y2	Transcription	[ES] 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>	
KS 1 Y2	Transcription	Apply year 2 spelling rules and guidance.	<i>I can spell the words correctly in my Year 2 spelling list.</i>	
KS 1 Y2	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>	
KS 1 Y2	Handwriting			
KS 1 Y2	Handwriting	[ES] Form lower-case letters of the correct size relative to one another.	<i>When I write, my letters are the same size.</i>	
KS 1 Y2	Handwriting	[ES] 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>	
KS 1 Y2	Handwriting	[ES] [KEY] 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>	
KS 1 Y2	Handwriting	[ES] Use spacing between words that reflects the size of the letters.	<i>I know where to leave spaces between words.</i>	
KS 1 Y2	Composition			
KS 1 Y2	Composition	[ES] 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>	

KS 1 Y2	Composition	Writing about real events.	<i>I am able to write longer stories about real things that have happened.</i>	
KS 1 Y2	Composition	Writing poetry.	<i>I can write my own poems.</i>	
KS 1 Y2	Composition	[KEY] Writing for different purposes.	<i>I like to write for different purposes, for example, for my teacher, myself or for a class assembly.</i>	
KS 1 Y2	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>	
KS 1 Y2	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>	
KS 1 Y2	Composition	[KEY] 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>	
KS 1 Y2	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>	
KS 1 Y2	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>	
KS 1 Y2	Composition	[KEY] 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>	
KS 1 Y2	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>	
KS 1 Y2	Vocabulary Grammar Punctuation			
KS 1 Y2	Vocabulary Grammar Punctuation	[ES] [KEY] 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>	
KS 1 Y2	Vocabulary Grammar Punctuation	[KEY] Learning how to use commas for lists.	<i>I can use commas correctly when making a list of things.</i>	
KS 1 Y2	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>	
KS 1 Y2	Vocabulary Grammar Punctuation	[ES] Sentences with different forms: statement, question, exclamation, command.	<i>I am learning to write sentences which convey different meaning for different purposes.</i>	

KS 1 Y2	Vocabulary Grammar Punctuation	[ES] 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>	
KS 1 Y2	Vocabulary Grammar Punctuation	[ES] [KEY] 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>	
KS 1 Y2	Vocabulary Grammar Punctuation	[ES] [KEY] 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>	
KS 1 Y2	Vocabulary Grammar Punctuation	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 whiteboard) are made by joining two different words together.</i>	
KS 1 Y2	Vocabulary Grammar Punctuation	Understanding the formation of adjectives using suffixes such as -ful, -less.	<i>I can add -ful and -less to words to make adjectives.</i>	
KS 1 Y2	Vocabulary Grammar Punctuation	[KEY] 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>	
KS 1 Y2	Vocabulary Grammar Punctuation	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 Key Stage 2 Year 3

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 2 Y3	Transcription			
KS 2 Y3	Transcription	Use some prefixes and suffixes and understand how to add them (English Appendix 1).	<i>I use some prefixes and suffixes and understand how to use them in my writing.</i>	
KS 2 Y3	Transcription	Spell some homophones.	<i>I can spell some homophones.</i>	
KS 2 Y3	Transcription	Spell some words that are often misspelt (English Appendix 1).	<i>I am able to spell some words that are often misspelt.</i>	
KS 2 Y3	Transcription	Beginning to 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 in some plurals.</i>	
KS 2 Y3	Transcription	Use the first two letters of a word to check its spelling in a dictionary.	<i>When using a dictionary, I am able to use the first two letters of a word to check its' meaning.</i>	
KS 2 Y3	Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	<i>I can write simple sentences that have been read to me, using the correct punctuation.</i>	
KS 2 Y3	Handwriting			
KS 2 Y3	Handwriting	Beginning to 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>I am beginning to join my letters when writing.</i>	
KS 2 Y3	Handwriting	Beginning to 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>I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other.</i>	
KS 2 Y3	Composition			
KS 2 Y3	Composition	Beginning to discuss 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 written before.</i>	
KS 2 Y3	Composition	Beginning to discuss and record ideas.	<i>I am able to make notes about what I will write about.</i>	
KS 2 Y3	Composition	Composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).	<i>I use different sentence structures and some better vocabulary in my writing.</i>	
KS 2 Y3	Composition	[KEY] Organising simple paragraphs around a theme.	<i>I can draft my work into short paragraphs.</i>	
KS 2 Y3	Composition	[KEY] Creating simple settings, characters and a basic plot in narratives.	<i>I can organise my writing using settings, characters and plot.</i>	

KS 2 Y3	Composition	[KEY] Beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings].	<i>I can organise my writing by using headings.</i>	
KS 2 Y3	Composition	Beginning to assess the effectiveness of their own and others' writing and suggesting improvements.	<i>I can edit my own work add some improvements to the texts.</i>	
KS 2 Y3	Composition	Beginning to propose 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 vocabulary.</i>	
KS 2 Y3	Composition	[KEY] Proof-read for some spelling and punctuation errors.	<i>When I finish a piece of work I will read it through to correct some spelling and punctuation errors.</i>	
KS 2 Y3	Composition	Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear.	<i>I can read my writing out to an audience in a clear manner.</i>	
KS 2 Y3	Vocabulary Grammar Punctuation			
KS 2 Y3	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>	
KS 2 Y3	Vocabulary Grammar Punctuation	[KEY] 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>	
KS 2 Y3	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>	
KS 2 Y3	Vocabulary Grammar Punctuation	[KEY] 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>	
KS 2 Y3	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>	
KS 2 Y3	Vocabulary Grammar Punctuation	[KEY] 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>	
KS 2 Y3	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>	
KS 2 Y3	Vocabulary Grammar	Understanding paragraphs as a way to group related material.	<i>I group ideas I write about into paragraphs.</i>	

	Punctuation			
KS 2 Y3	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>	
KS 2 Y3	Vocabulary Grammar Punctuation	[KEY] Beginning to use inverted commas to punctuate direct speech.	<i>I know that inverted commas are used to open and close what some one is saying in a text.</i>	

WRITING Key Stage 2 Year 4

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 2 Y4	Transcription			
KS 2 Y4	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>	
KS 2 Y4	Transcription	Spell further homophones.	<i>I can spell an increasing number of homophones.</i>	
KS 2 Y4	Transcription	Spell words that are often misspelt (English Appendix 1).	<i>I am able to spell words that are often misspelt.</i>	
KS 2 Y4	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>	
KS 2 Y4	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>	
KS 2 Y4	Transcription	[KEY] 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>	
KS 2 Y4	Handwriting			
KS 2 Y4	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>	
KS 2 Y4	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>	
KS 2 Y4	Composition			
KS 2 Y4	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>	
KS 2 Y4	Composition	Discussing and recording ideas.	<i>I am able to use ideas to plan my writing.</i>	
KS 2 Y4	Composition	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).	<i>I am using an increasing range of sentence structures and richer vocabulary in my writing.</i>	
KS 2 Y4	Composition	[KEY] Organising paragraphs around a theme.	<i>I can draft my work into paragraphs.</i>	
KS 2 Y4	Composition	[KEY] Creating settings, characters and plot in narratives.	<i>I can organise my writing using different settings, characters and plot.</i>	

KS 2 Y4	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>	
KS 2 Y4	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>	
KS 2 Y4	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>	
KS 2 Y4	Composition	[KEY] 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>	
KS 2 Y4	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>	
KS 2 Y4	Vocabulary Grammar Punctuation			
KS 2 Y4	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>	
KS 2 Y4	Vocabulary Grammar Punctuation	[KEY] 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>	
KS 2 Y4	Vocabulary Grammar Punctuation	[KEY] 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>	
KS 2 Y4	Vocabulary Grammar Punctuation	[KEY] 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>	
KS 2 Y4	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>	
KS 2 Y4	Vocabulary Grammar Punctuation	[KEY] Using and punctuating direct speech.	<i>I can punctuate speech in a text.</i>	
KS 2 Y4	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>	
KS 2 Y4	Vocabulary Grammar	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'</i>	

	Punctuation		<i>instead of 'a dog'.</i>	
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WRITING Key Stage 2 Year 5

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 2 Y5	Transcription			
KS 2 Y5	Transcription	Use some prefixes and suffixes and understand the guidance for adding them.	<i>I add some prefixes and suffixes.</i>	
KS 2 Y5	Transcription	Beginning to spell some words with 'silent' letters [for example, knight, psalm, solemn].	<i>I can spell some words that include silent letters.</i>	
KS 2 Y5	Transcription	Beginning to distinguish between homophones and other words which are often confused.	<i>I know some words sound the same but are spelled differently.</i>	
KS 2 Y5	Transcription	Beginning to 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 need to be learnt individually.</i>	
KS 2 Y5	Transcription	Beginning to use dictionaries to check the spelling and meaning of words.	<i>I am beginning to use a dictionary to check how words are spelled and what words mean.</i>	
KS 2 Y5	Transcription	Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.	<i>I use the first three letters of a word to quickly find it in a dictionary.</i>	
KS 2 Y5	Transcription	Beginning to use a thesaurus.	<i>I am beginning to use a thesaurus to improve my vocabulary use, finding a wider set of different words in my text.</i>	
KS 2 Y5	Handwriting			
KS 2 Y5	Handwriting	Beginning to choose 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.</i>	
KS 2 Y5	Handwriting	Beginning to choose the writing implement that is best suited for a task.	<i>I often choose the writing tool that is best suited for a task.</i>	
KS 2 Y5	Composition			
KS 2 Y5	Composition	[KEY] Beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own.	<i>I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing.</i>	
KS 2 Y5	Composition	Beginning to note and develop initial ideas, drawing on reading and research where necessary.	<i>I plan my writing by making notes and then develop my initial ideas.</i>	
KS 2 Y5	Composition	Beginning to consider how authors have developed characters and settings.	<i>I plan my writing by using ideas from how other authors have developed their characters and settings.</i>	
KS 2 Y5	Composition	Beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	<i>I draft and write by selecting grammar and vocabulary to enhance my work.</i>	

KS 2 Y5	Composition	[KEY] Beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.	<i>I review my work to add description to develop settings and characters.</i>	
KS 2 Y5	Composition	Beginning to precis longer passages.	<i>I can precis a passage to create a sentence with the same meaning.</i>	
KS 2 Y5	Composition	Beginning to use a range of devices to build cohesion within and across paragraphs.	<i>I am beginning to use details across my texts to help link paragraphs together into a full text.</i>	
KS 2 Y5	Composition	[KEY] Beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points].	<i>I use headings and bullet points to structure my writing.</i>	
KS 2 Y5	Composition	Beginning to assess the effectiveness of their own and others' writing.	<i>I beginning to evaluate and edit my work to think about whether it can be improved based on what I have read.</i>	
KS 2 Y5	Composition	Beginning to propose changes to vocabulary, grammar and punctuation to enhance writing.	<i>I edit my texts to improve their content.</i>	
KS 2 Y5	Composition	[KEY] Beginning to use the correct tense throughout a piece of writing.	<i>I use the correct tense throughout a piece of writing.</i>	
KS 2 Y5	Composition	Beginning to ensure the 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 am beginning to use singular and plural words accurately and I know my writing should not be the language of speech.</i>	
KS 2 Y5	Composition	[KEY] Beginning to proof-read for spelling and punctuation errors.	<i>I can read through my work to correct some spelling and punctuation mistakes.</i>	
KS 2 Y5	Composition	Perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear.	<i>I read aloud my own work so the meaning is clear to the listeners.</i>	
KS 2 Y5	Vocabulary Grammar Punctuation			
KS 2 Y5	Vocabulary Grammar Punctuation	[KEY] 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>	
KS 2 Y5	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>	
KS 2 Y5	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>	
KS 2 Y5	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>	

KS 2 Y5	Vocabulary Grammar Punctuation	[KEY] 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>	
KS 2 Y5	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>	
KS 2 Y5	Vocabulary Grammar Punctuation	[KEY] 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>	
KS 2 Y5	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>	
KS 2 Y5	Vocabulary Grammar Punctuation	[KEY] 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 Key Stage 2 Year 6

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 2 Y6	Transcription			
KS 2 Y6	Transcription	[ES] 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>	
KS 2 Y6	Transcription	[ES] 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>	
KS 2 Y6	Transcription	[ES] 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>	
KS 2 Y6	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>	
KS 2 Y6	Transcription	[KEY] 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>	
KS 2 Y6	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>	
KS 2 Y6	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>	
KS 2 Y6	Handwriting			
KS 2 Y6	Handwriting	[ES] 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>	
KS 2 Y6	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>	
KS 2 Y6	Composition			
KS 2 Y6	Composition	[ES] [KEY] 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>	
KS 2 Y6	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>	
KS 2 Y6	Composition	Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.	<i>I plan my writing by considering how other authors have developed characters and settings.</i>	
KS 2 Y6	Composition	[ES] Selecting appropriate grammar and vocabulary, understanding how	<i>I draft and write by selecting appropriate grammar and</i>	

		such choices can change and enhance meaning.	<i>vocabulary, understanding how such choices can change and enhance meaning.</i>	
KS 2 Y6	Composition	[ES] [KEY] 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>	
KS 2 Y6	Composition	Precising longer passages.	<i>I can precis a longer passage to create a short text with the same meaning.</i>	
KS 2 Y6	Composition	[ES] 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>	
KS 2 Y6	Composition	[KEY] 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>	
KS 2 Y6	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>	
KS 2 Y6	Composition	[ES] Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	<i>I evaluate and edit my texts to enhance and clarify what I write by proposing changes to vocabulary, sentence structure, grammar and punctuation.</i>	
KS 2 Y6	Composition	[KEY] 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>	
KS 2 Y6	Composition	[ES] 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>	
KS 2 Y6	Composition	[KEY] Proof-read for spelling and punctuation errors.	<i>I proof-read my work to correct spelling and punctuation mistakes.</i>	
KS 2 Y6	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>	
KS 2 Y6	Vocabulary Grammar Punctuation			
KS 2 Y6	Vocabulary Grammar Punctuation	[ES] 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>	
KS 2 Y6	Vocabulary Grammar Punctuation	[KEY] 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>	
KS 2 Y6	Vocabulary	[ES] [KEY] Using passive verbs to affect the presentation of information	<i>I use passive verbs to affect the focus of information in a</i>	

	Grammar Punctuation	in a sentence.	<i>sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.</i>	
KS 2 Y6	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>	
KS 2 Y6	Vocabulary Grammar Punctuation	[ES] 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>	
KS 2 Y6	Vocabulary Grammar Punctuation	[KEY] 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>	
KS 2 Y6	Vocabulary Grammar Punctuation	[ES] 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>	
KS 2 Y6	Vocabulary Grammar Punctuation	[ES] [KEY] Using a colon to introduce a list.	<i>I use a colon to indicate the beginning of a list.</i>	
KS 2 Y6	Vocabulary Grammar Punctuation	[ES] [KEY] Punctuating bullet points consistently.	<i>I use bullet points accurately when constructing a list.</i>	
KS 2 Y6	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>	

WRITING Key Stage 3 Year 7,8,9

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 3 Y7,8,9	Composition			
KS 3 Y7,8,9	Composition	Writing for a wide range of purposes and audiences, including well structured formal expository and narrative essays.		
KS 3 Y7,8,9	Composition	Writing for a wide range of purposes and audiences, including stories, scripts, poetry and other imaginative writing.		
KS 3 Y7,8,9	Composition	Writing for a wide range of purposes and audiences, including notes and polished scripts for talks and presentations.		
KS 3 Y7,8,9	Composition	Writing for a wide range of purposes and audiences, including a range of narrative and non-narrative texts, including arguments, and personal and formal letters.		
KS 3 Y7,8,9	Composition	Summarising and organising material, and supporting ideas and arguments with any necessary factual detail.		
KS 3 Y7,8,9	Composition	Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.		
KS 3 Y7,8,9	Composition	Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.		
KS 3 Y7,8,9	Composition	Considering how their writing reflects the audiences and purposes for which it was intended.		
KS 3 Y7,8,9	Composition	Amending the vocabulary, grammar, punctuations and structure of their writing to improve its coherence and overall effectiveness.		
KS 3 Y7,8,9	Composition	Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in Appendix 1 to the KS1 and KS2 programmes of study.		
KS 3 Y7,8,9	Vocabulary Grammar Punctuation			
KS 3 Y7,8,9	Vocabulary Grammar Punctuation	Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts.		
KS 3 Y7,8,9	Vocabulary Grammar Punctuation	Studying the effectiveness and impact of the grammatical features of the texts they read.		

KS 3 Y7,8,9	Vocabulary Grammar Punctuation	Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.		
KS 3 Y7,8,9	Vocabulary Grammar Punctuation	Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.		
KS 3 Y7,8,9	Vocabulary Grammar Punctuation	Using Standard English confidently in their own writing and speech.		
KS 3 Y7,8,9	Vocabulary Grammar Punctuation	Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.		