



Year 1 & 2 Writing Targets



Name: _____

By the end of Year 1...

By the end of Year 2...

Writing: Composition Targets

To write with purpose		<ul style="list-style-type: none"> * I can use some of the characteristic features of the type of writing used, with a frame or structure. * I can use story language e.g. <i>Once upon a time...</i>
To use imaginative description		<ul style="list-style-type: none"> *I understand the term noun, adjective, verb, pronoun and adverb. *I can use nouns and pronouns for variety in my writing. *I use adjectives to add detail.
To organise writing appropriately		<ul style="list-style-type: none"> *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		<ul style="list-style-type: none"> * I am able to write about more than one idea.
To use sentences appropriately		<ul style="list-style-type: none"> *My writing includes a number of related sentences. *I'm beginning to link sentences with conjunctions and connectives. *I'm beginning to use a range of openers beyond 'and' or 'then'.

		<ul style="list-style-type: none"> *I can use knowledge of the characteristic features of text types in my writing.
		<ul style="list-style-type: none"> *I use imaginative descriptive language (using expanded noun phrases). E.g. <i>shimmering blue butterfly</i> *I can use adverbs for extra detail. E.g. <i>marched boldly...</i>
		<ul style="list-style-type: none"> * My writing generally makes sense to the reader. * I mostly use tenses correctly. *My writing is generally organised appropriately.
		<ul style="list-style-type: none"> * My ideas are beginning to be split into paragraphs. * I can use paragraphs that contain related information.
		<ul style="list-style-type: none"> *My writing includes a number of related sentences that flow and make sense as a short narrative. *My sentences are linked with a good range of conjunctions and connectives. *My sentences begin in a variety of ways.

Writing: Transcription Targets

To present neatly		<ul style="list-style-type: none"> *I am beginning to form letters and digits in the correct formation. (<i>There may be inconsistencies in the size of letters, but can be read without mediation.</i>) *I am beginning to use finger spaces. *I am beginning to join some of my letters.
To spell correctly		<ul style="list-style-type: none"> *I can spell some of the 40+ phonemes and apply them in my writing. *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		<ul style="list-style-type: none"> *I am beginning to use capital letters for proper nouns e.g. <i>people, places, days of week and I.</i> *I can sometimes punctuate sentences using full stops and capital letters. * 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. *I join sentences using 'and'. *I am starting to experiment with other connectives, such as 'but', 'or' and 'because'.

		<ul style="list-style-type: none"> *My Letters and digits are generally formed correctly and consistently in size. * I can use spacing between words that reflects the size of the letters. * I am beginning to use a joined style of writing. E.g. <i>diagonal and horizontal strokes...</i>
		<ul style="list-style-type: none"> *I can spell most of the 40phonemes and apply them in my writing. *I can spell most of the common exception words correctly. *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.
		<ul style="list-style-type: none"> *I can use full stops and capital letters correctly most of the time. *Most of my sentences are punctuated and include a range of punctuation. (!,?) *I generally use apostrophes for contracted forms correctly e.g. <i>they're, it's</i> *I can use subordinating (when, if, that, because) and coordinating (or, and, but) connectives.

Writing: Analysis and Presentation Targets

To analyse writing		<ul style="list-style-type: none"> *I can use and understand grammatical terminology: word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
To present writing		<ul style="list-style-type: none"> *With encouragement, I can be heard by my peers. *With encouragement, I use intonation when reading aloud.

		<ul style="list-style-type: none"> *I can use and understand grammatical terminology: verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.
		<ul style="list-style-type: none"> *I can read aloud clearly enough to be heard by peers and the teacher. *I can read aloud with some intonation.

Teacher assessment framework at the end of key stage 1 – writing

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly[^]
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.