

Writing: Transcription

Pupils should be taught to:

spell:

words containing each of the 40+ phonemes
already taught

common exception words

the days of the week

name the letters of the alphabet:

naming the letters of the alphabet in order

using letter names to distinguish between al-
ternative spellings of the same sound

add prefixes and suffixes:

using the spelling rule for adding -s or -es as
the plural marker for nouns and the third
person singular marker for verbs

using the prefix un-

using -ing, -ed, -er and -est where no change is
needed in the spelling of root words [for ex-
ample, helping, helped, helper, eating, quick-
er, quickest]

write from memory simple sentences dictated
by the teacher that include words using the
GPCs and common exception words taught so
far.

Suzanne Bentley
Ringway Primary
School
Rosett Ave,
Cornishway

Year 1 Writing Targets

 National Curriculum 2014



Ringway Primary School

Tel: 0161 437 1899

Writing: Handwriting

Pupils should be taught to:

sit correctly at a table, holding a pencil comfortably and correctly
begin to 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' (i.e. letters that are formed in similar ways) and to practise these.

Writing: Vocabulary, Grammar and Punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in the grammatical terminology below by:
leaving spaces between words
joining words and joining clauses using *and*
beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
learning the grammar for year 1 in English Appendix 2
use the grammatical terminology below in discussing their writing.

Writing: Terminology

Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark



Writing: Composition

Pupils should be taught to:

write sentences by:

saying out loud what they are going to write about
composing a sentence orally before writing it
sequencing sentences to form short narratives
re-reading what they have written to check that it makes sense
discuss what they have written with the teacher or other pupils
read aloud their writing clearly enough to be heard by their peers and the teacher.



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Writing: Transcription

Pupils should be taught to:

spell by:

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

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

learning to spell common exception words.

learning to spell more words with contracted forms

learning the possessive apostrophe (singular) [for example, the girl's book]

distinguishing between homophones and near-homophones

add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

apply spelling rules and guidance, as listed in [English Appendix 1](#)

write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Suzanne Bentley
Ringway Primary
School
Rosett Ave,
Cornishway

Year 2 Writing Targets

 National Curriculum 2014



Ringway Primary School

Tel: 0161 437 1899

Writing: Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- 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
- write 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

Writing: Vocabulary, Grammar and Punctuation

Pupils should be taught to:

Develop their understanding of the grammatical concepts set out below by:

learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular.)

Learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- use present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 overleaf
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Writing: Terminology

Sentence	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
Text	<p>Correct choice and consistent use of present tense and past tense.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for pupils	<p>noun, noun phrase, statement, question, exclamation, command, compound, suffix</p> <p>adjective, adverb, verb, tense (past, present), apostrophe, comma</p>



Writing: Composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- Consider what they are going to write before beginning by:**
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
 - make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils.
 - 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
 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
 - read aloud what they have written with appropriate intonation to make the meaning clear.

Writing: Transcription

Pupils should be taught to:

use further prefixes and suffixes and understand how to add them (English Appendix 1)

spell further homophones

spell words that are often misspelt (English Appendix 1)

place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

use the first two or three letters of a word to check its spelling in a dictionary

write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Suzanne Bentley
Ringway Primary
School
Rosett Ave,
Cornishway

Writing: Terminology

Sentence	Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>] or command
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Year 3 Writing Targets

 National Curriculum 2014



Ringway Primary School

Tel: 0161 437 1899

Writing: Handwriting

Pupils should be taught 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

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].

Writing: Vocabulary, Grammar and Punctuation

Pupils should be taught to:

develop their understanding of the concepts set out overleaf by:

extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

using the present perfect form of verbs in contrast to the past tense

choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

using conjunctions, adverbs and prepositions to express time and cause

using fronted adverbials

learning the grammar for years 3 and 4 overleaf.

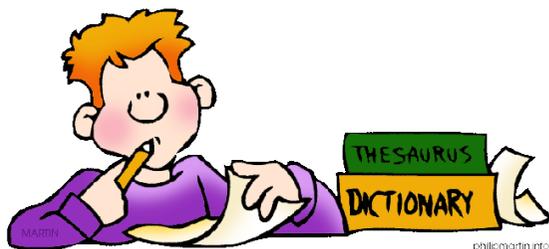
indicate grammatical and other features by:

using commas after fronted adverbials

indicating possession by using the possessive apostrophe with plural nouns

using and punctuating direct speech

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.



Writing: Composition

Pupils should be taught to:

Plan their writing by:

discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

discussing and recording ideas

Draft and write by:

composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

organising paragraphs around a theme

in narratives, creating settings, characters and plot

in non-narrative material, using simple organisational devices [for example, headings and sub-headings.]

Evaluate and edit by:

assessing the effectiveness of their own and others' writing and suggesting improvements

proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

proof-read for spelling and punctuation errors

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.

Writing: Transcription

Pupils should be taught to:

- Use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Suzanne Bentley
Ringway Primary
School
Rosett Ave,
Cornishway
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Writing: Terminology

Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

Year 4 Writing Targets

 National Curriculum 2014



Ringway Primary School

Tel: 0161 437 1899

Writing: Handwriting

Pupils should be taught 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

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]

Writing: Vocabulary, Grammar and Punctuation

Pupils should be taught to:

Develop their understanding of the concepts set out overleaf by:

extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

using the present perfect form of verbs in contrast to the past tense

choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

using conjunctions, adverbs and prepositions to express time and caus

using fronted adverbials

learning the grammar for years 3 and 4 overleaf.

Indicate grammatical and other features by:

using commas after fronted adverbials.

indicating possession by using the possessive apostrophe with plural nouns

using and punctuating direct speech

use and understand the grammatical terminology.

in English Appendix 2 accurately and appropriately when discussing their writing and reading.



Writing: Composition

Pupils should be taught to:

Plan their writing by:

discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

discussing and recording ideas.

Draft and write by:

composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

organising paragraphs around a theme

in narratives, creating settings, characters and plot

in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

assessing the effectiveness of their own and others' writing and suggesting improvements

proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

proof-read for spelling and punctuation errors

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.

Writing: Transcription

Pupils should be taught to:

use further prefixes and suffixes and understand the guidance for adding them

spell some words with 'silent' letters [for example, knight, psalm, solemn]

continue to distinguish between homophones and other words which are often confused

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

use dictionaries to check the spelling and meaning of words

use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

use a thesaurus.

Suzanne Bentley
Ringway Primary
School
Rosett Ave,
Cornishway

Writing: Terminology

Sentence	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Year 5 Writing Targets

 National Curriculum 2014



Ringway Primary School

Tel: 0161 437 1899

Writing: Handwriting

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific little
- choosing the writing implement that is best suited for a task.

Writing: Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out overleaf by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 listed overleaf.

- indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Writing: Composition

Pupils should be taught to:

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed



draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- precising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing: Transcription

Pupils should be taught to:

use further prefixes and suffixes and understand the guidance for adding them

spell some words with 'silent' letters [for example, knight, psalm, solemn]

continue to distinguish between homophones and other words which are often confused

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

use dictionaries to check the spelling and meaning of words

use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

use a thesaurus.

Suzanne Bentley
Ringway Primary
School
Rosett Ave,
Cornishway

Writing: Terminology

Sentence	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing.
Text	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity
Terminology for pupils	subject, object, active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Year 6 Writing Targets

 National Curriculum 2014



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Tel: 0161 437 1899

Writing: Handwriting

Pupils should be taught to:

write legibly, fluently and with increasing speed by:
choosing which shape of a letter to use when given choices and deciding whether or not to join specific little
choosing the writing implement that is best suited for a task.

Writing: Vocabulary, Grammar and Punctuation

Pupils should be taught to:

develop their understanding of the concepts set out overleaf by:
recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
using passive verbs to affect the presentation of information in a sentence
using the perfect form of verbs to mark relationships of time and cause
using expanded noun phrases to convey complicated information concisely
using modal verbs or adverbs to indicate degrees of possibility
using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
learning the grammar for years 5 and 6 listed overleaf.

indicate grammatical and other features by:
using commas to clarify meaning or avoid ambiguity in writing
using hyphens to avoid ambiguity
using brackets, dashes or commas to indicate parenthesis
using semi-colons, colons or dashes to mark boundaries between independent clauses
using a colon to introduce a list
punctuating bullet points consistently
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Writing: Composition

Pupils should be taught to:

plan their writing by:

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
noting and developing initial ideas, drawing on reading and research where necessary
in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed



draft and write by:

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
precising longer passages
using a wide range of devices to build cohesion within and across paragraphs
using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
evaluate and edit by:
assessing the effectiveness of their own and others' writing
proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
ensuring the consistent and correct use of tense throughout a piece of writing
ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
proof-read for spelling and punctuation errors
perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.