

## Band 1, Writing targets

I can spell words containing each letter sound I have been taught

I can name the letters of the alphabet in order

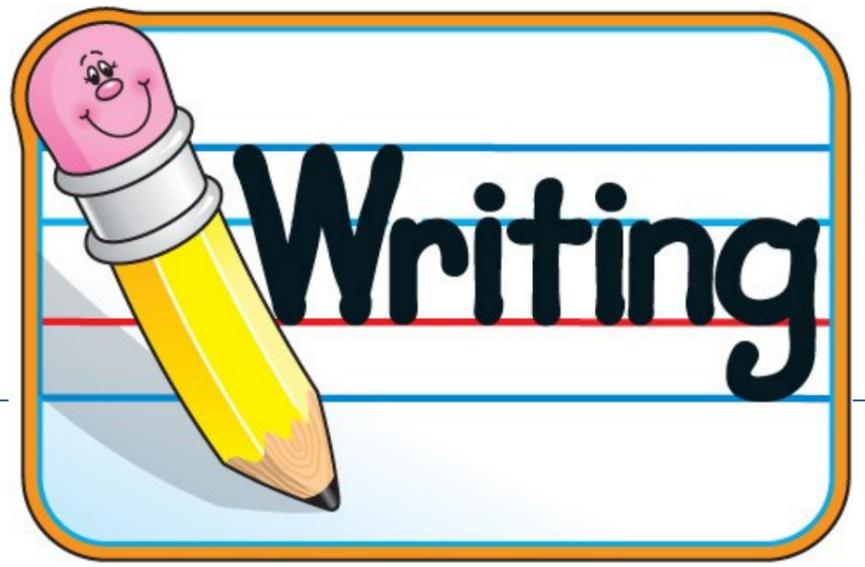
I can write the correct spellings in simple sentences I hear my teacher say

I can write lowercase letters in the correct direction starting and finishing in the right place

I can join my sentences together to make a story

I can read my sentence and check that it makes sense

I can use capital letters full stops question marks and exclamation marks at the end of sentences



## Band 2, Writing targets

I can use capital letters, full stops, question marks and exclamation marks to show where sentences start and end

I can use commas when I am writing a list

I can use the correct tense in my writing

I can use these words in my writing:  
when, if, that, because, or, but

I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly

I can proof read my work and check for spelling, punctuation and grammar errors

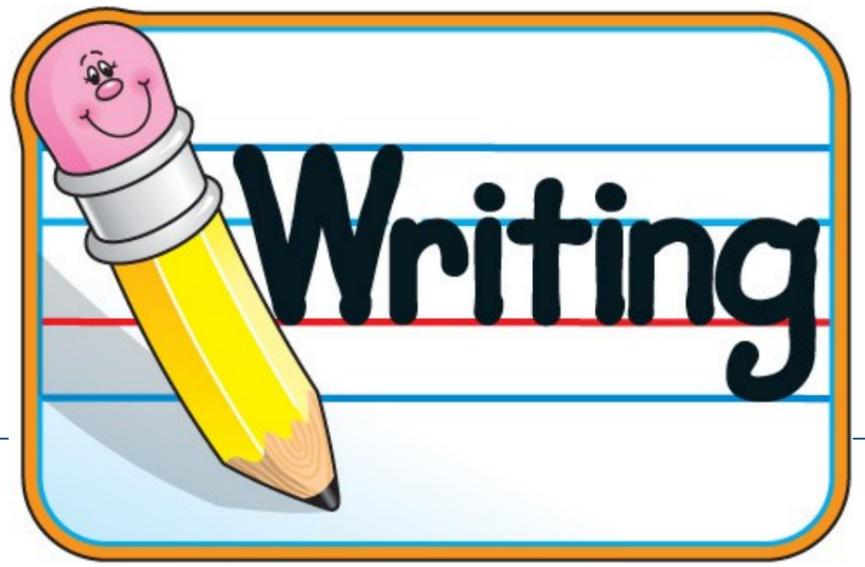
I can plan my writing by writing down my ideas or talking about them for each sentence

I can write for different purposes, writing long and short pieces of work

I can write capital letters and numbers the right way up, the correct size relative to each other and lower case letters.

I can learn new spellings by using words I already know how to spell

I can break down spoken word into their sounds and write them mostly correctly



### **Band 3, Writing targets**

I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know

I can draft and write descriptive work that creates settings, characters and plots

I can proof read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed.

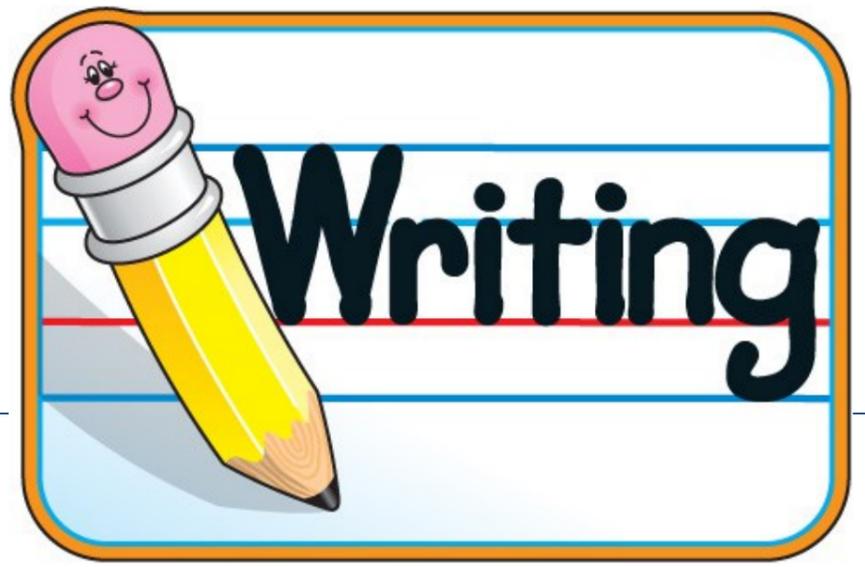
I can understand when to use 'a' or 'an' in front of a word.

I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of.

I can use headings and sub-headings

I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.

I can use speech marks correctly



#### **Band 4, Writing targets**

I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together

I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.

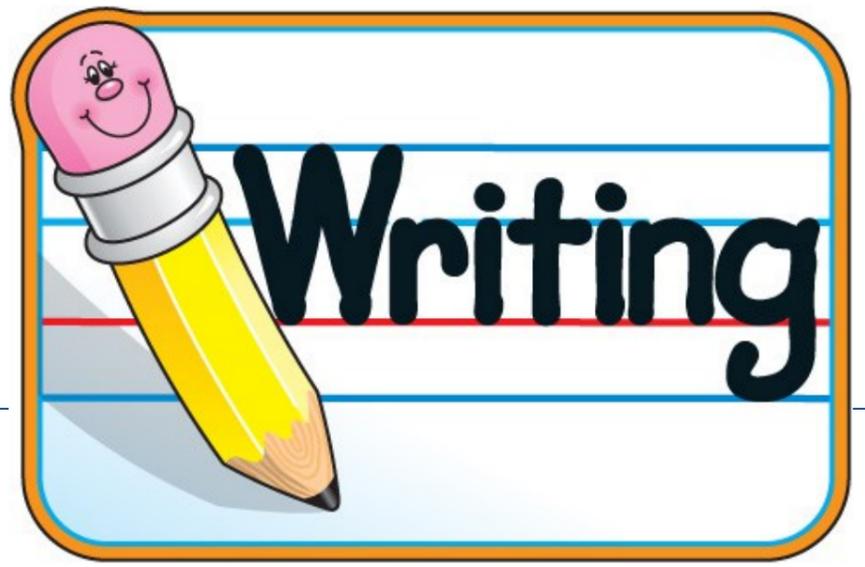
I can proof read my writing for spelling and use of punctuation

I can use the correct form of the verb inflection e.g we were instead of we was.

I can use an adverb phrase at the start of a sentence e.g later that day, I heard the bad news

I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated

I can use inverted commas and other punctuation to indicate direct speech e.g the conductor shouted, " sit down!"



## Band 5, Writing targets

I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -fy e.g. elasticate, standardise, solidify.

I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood

I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work

I can set out my work correctly and use headings, bullet points, underlining depending on the purpose of my writing e.g letter, leaflet, information text, instructions.

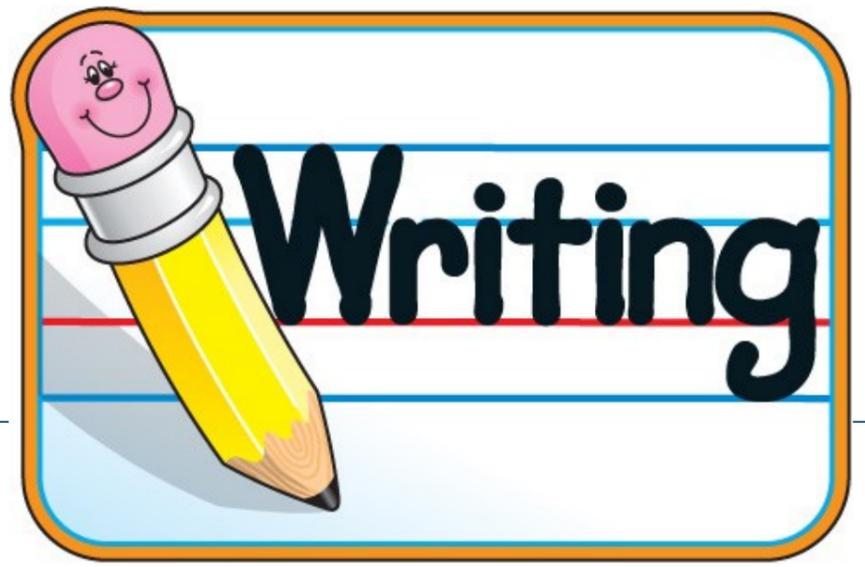
I can mark and edit work to have the correct tense throughout

I can proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose

I can indicate degrees of possibility using adverbs e.g perhaps, surely or modal verbs e.g might, should, will, must.

I can use devices to build cohesion within a paragraph e.g then, after, that, this, firstly.

I can use commas to make my writing clear to the reader.



## Band 6, Writing targets

I can use dictionaries to check the spelling and meaning of words

I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose

I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward.

I can set out my work using headings, subheadings, columns, tables or bullet points to structure the text and to guide the reader.

I can mark and edit work to have the correct tense throughout.

I can read work looking for spelling errors and correct them using a dictionary

I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing

I can use the passive to affect the presentation of information in a sentence

I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text

I can use the colon to introduce a list and semi-colons within lists

I can use bullet points to list information.