	rimary School iting Targets	Experience d	Achieved	Fluency
Spelling				
1) I can use prefixes dis-, mis-, re- , bi-				Т
2) I can use a range of prefixes to form nou	ns – sub, - anti, - auto,- super			
3) I can add suffixes beginning with vowel	<u> </u>			
syllable (forgetting, preferred, gardening, I	imited)			
4) I can use the suffix –ly.				
5) I can spell most Year 1 and 2 exception v	vords correctly.			
6) I can spell some Year 3 and 4 exception	words correctly.			
7) I can spell words which sound the same	but have different meanings -			
homophones and near homophones (breal groan/grown)	k/brake, fair/fare, grate/great,			
8) I can use my knowledge of word families	to help me spell related words			
9) I can use a range of spelling rules taught				1
10) I am beginning to use the first three or f				+
a word to check its spelling in a dictionary.				
11) I can write from memory simple senten	ces, dictated by the teacher, that			
include words and punctuation I already know	•			
Handwriting				
12) I can write ascenders and descenders c	early.			T
13) I can use legible joined up handwriting	for most letters.			+
14) I can use diagonal and horizontal stroke				+
know which letters, when they are next to	•			
15) I can write so that most of my handwri				
parallel and in proportion. My writing is sp	aced properly so that my letters do			
not overlap.				
Composition				
16) I can plan my writing by discussing it and using the examples from other writers that				
17) I can plan my writing by talking about th	e important parts to have in a story,			
poem or non-fiction piece.				
18) I can select some of the right language	for the genre			
19) I am beginning to write formally (choose form)	ing contraction use or expanded			
20) I can use paragraphs to organise my w	riting so that blocks of text group			
related material.				_
21) I can use some cohesive devices across (pronouns and nouns)	sentences and paragraphs			
22) I can write narrative texts that create d	ascriptive settings, characters and			-
plots.				
23) I can use some figurative language for o				_
24) I am beginning to use mixed sentence I	engths for effect (longer for build-			
up, shorter for action) 25) I can write non-narrative texts such as	netructions lucing hoodings and			+
subheadings to organise my work.	nistractions, using nearings and			
26) I can proof read my work by reading alo add commas, question marks, exclamation				
needed.				

27) I can read my work out to a group with confidence and make sure it sounds			\neg
interesting, using the right volume and tone of voice.			
28) I can re-write my work making improvements by saying the work out loud,			_
using the best words I know and making sure I 'use conjunctions such as when,			
before, after, while and use'			
Vocabulary, Grammar and Punctuation			
29) I can use capital letters, full stops, questions marks and exclamation marks			
correctly.			
30) I can understand when to use 'a', or 'an' in front of a word.			
31) I can use commas in a list correctly.			
32) I can use commas for clarity i.e. subordinate clauses			
33) I can spell most contracted words with an apostrophe.			
34) I can use apostrophes for singular possession			_
35) I can sometimes use inverted commas/speech marks.			_
36) I can use different verbs other than 'said' in my dialogue.			_
37) I can use some expanded noun phrases with pre and post modifiers, eg a			
small, blue coat with white spots.			
38) I can use present and past tense correctly and some use of the perfect form.			
(He had eaten his breakfast too quickly)	<u> </u>		
39) I can use a variety of co-ordinating conjunctions (or, and, but, so, yet)			
40) I can use a variety of subordinating conjunctions (when, if, that, because,			
after, before, though, while)	<u> </u>		
41) I am beginning to use a range of different sentence openers e.g. adverbs,			
subordinate conjunctions, 2 adjectives	<u> </u>		
42) I am beginning to select some ambitious appropriate vocabulary	 		
43) I can use adverbials to show time, place, manner or reason.	 		
44) I can use preposition such as before, after, during, in and because.	<u> </u>		
I can maintain features of the genre throughout the piece GDS			
I can select the appropriate verb form GDS			
I can make vocabulary and grammatical choices for effect GDS	<u> </u>		
I can draw on my reading and use as a model for my writing GDS			
I can control the level of formality of my writing through vocabulary choices, use of contractions GDS			
I can use the range of punctuation taught at Yrs 1-3 mostly correctly (including punctuation of direct speech) GDS			