**NAME OF CHILD:**

**Date/ year group entered school:**

**WRITING**

**Reception – Early Learning Goals**

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

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|  | Emerging  | Developed | Secure | Master |
| Write some red words. |  |  |  |  |
| Write a sentence they can read themselves and others. |  |  |  |  |
| Some phonetically plausible words. |  |  |  |  |
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**Stage 1 Writing Targets**

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|  | Emerging  | Developed | Secure | Master |
| Spell words using the standard phonemes |  |  |  |  |
| Spell common exception words |  |  |  |  |
| Spell the days of the week |  |  |  |  |
| Name the letters of the alphabet in order |  |  |  |  |
| Understand spelling rules for adding 's' |  |  |  |  |
| Use suffixes -ing, -ed, -er and -est |  |  |  |  |
| Sit and hold writing implement correctly |  |  |  |  |
| Begin to form lower-case letters correctly |  |  |  |  |
| Form capital letters |  |  |  |  |
| Form digits 0-9 |  |  |  |  |
| Compose a sentence orally before writing |  |  |  |  |
| Sequence sentences to form short narratives |  |  |  |  |
| Read writing aloud audibly and clearly |  |  |  |  |
| Leave spaces between words |  |  |  |  |
| Join words and clauses using 'and' |  |  |  |  |

**Stage 2**

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|  | Emerging  | Developed | Secure | Master |
| Break words into phonemes for spelling  |  |  |  |  |
| Know some spellings which use variations of standard phonemes  |  |  |  |  |
| Use the possessive apostrophe  |  |  |  |  |
| Spell some words with contracted forms  |  |  |  |  |
| Use suffixes to spell longer words, including -ment, -ness, -less, -ful, -ly  |  |  |  |  |
| Form lower-case letters of the correct size relative to one another  |  |  |  |  |
| Write capital letters of appropriate size  |  |  |  |  |
| Write for different purposes  |  |  |  |  |
| Read aloud using appropriate intonation  |  |  |  |  |
| Use noun phrases  |  |  |  |  |
| Use four main types of sentence appropriately  |  |  |  |  |
| Use present and past tense correctly  |  |  |  |  |
| Use some coordinating and subordinating conjunctions  |  |  |  |  |
| Use appropriate demarcation punctuation  |  |  |  |  |
| Use commas for lists  |  |  |  |  |

**Stage 3 / 4**

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|  | Emerging  | Developed | Secure | Master |
| Spell words which are often misspelt from the Y3-4 list  |  |  |  |  |
| Use the possessive apostrophe accurately with plurals  |  |  |  |  |
| Use a dictionary to check a spelling  |  |  |  |  |
| Use appropriate handwriting joins, including choosing unjoined letters  |  |  |  |  |
| Adopt the features of existing texts to shape own writing  |  |  |  |  |
| Build sentences with varied vocabulary and structures  |  |  |  |  |
| Organise paragraphs around a theme  |  |  |  |  |
| Develop detail of characters, settings and plot in narratives  |  |  |  |  |
| Use simple organisational devices in non-fiction  |  |  |  |  |
| Suggest improvements to grammar and vocabulary  |  |  |  |  |
| Proofread own work for spelling and punctuation errors  |  |  |  |  |
| Read aloud using appropriate intonation, tone and volume  |  |  |  |  |
| Use a range of conjunctions to extend sentences with more than one clause  |  |  |  |  |
| Choose nouns and pronouns for clarity and cohesion  |  |  |  |  |
| Use conjunctions, adverbs and prepositions to express time, cause & place  |  |  |  |  |
| Use fronted adverbials  |  |  |  |  |
| Understand the difference between plural and possessive '-s'  |  |  |  |  |
| Recognise and use standard English verb inflections  |  |  |  |  |
| Use extended noun phrases, including with prepositions  |  |  |  |  |
| Use and punctuate direct speech correctly  |  |  |  |  |

**Stage 5 / 6**

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|  | Emerging  | Developed | Secure | Master |
| Spell some words with silent letters  |  |  |  |  |
| Recognise and use spellings for homophones and other often-confused words  |  |  |  |  |
| Use a dictionary to check spelling and meaning  |  |  |  |  |
| Identify the audience and purpose before writing, and adapt accordingly  |  |  |  |  |
| Select appropriate grammar and vocabulary to change or enhance meaning  |  |  |  |  |
| Develop setting, atmosphere and character, including through dialogue  |  |  |  |  |
| Précis longer passages  |  |  |  |  |
| Use a range of cohesive devices  |  |  |  |  |
| Use advanced organisational and presentational devices  |  |  |  |  |
| Use the correct tense consistently throughout a piece of writing  |  |  |  |  |
| Ensure correct subject and verb agreement  |  |  |  |  |
| Perform compositions using appropriate intonation, volume and movement  |  |  |  |  |
| Use a thesaurus  |  |  |  |  |
| Use expanded noun phrases to convey complicated information concisely  |  |  |  |  |
| Use modal verbs or adverbs to indicate degrees of possibility  |  |  |  |  |
| Use relative clauses  |  |  |  |  |
| Convert nouns or adjectives into verbs  |  |  |  |  |
| Use adverbials of time, place and number for cohesion  |  |  |  |  |
| Recognise vocabulary and structures that are appropriate for formal use  |  |  |  |  |
| Use passive verbs to affect the presentation of information  |  |  |  |  |
| Use the perfect form of verbs to mark relationships of time and cause  |  |  |  |  |
| Recognise difference in informal and formal language  |  |  |  |  |
| Use grammatical connections and adverbials for cohesion  |  |  |  |  |
| Use ellipsis  |  |  |  |  |
| Use commas to clarify meaning or avoid ambiguity  |  |  |  |  |
| Use brackets, dashes and commas to indicate parenthesis  |  |  |  |  |
| Use hyphens to avoid ambiguity  |  |  |  |  |
| Use semi-colons, colons and dashes between independent clauses  |  |  |  |  |
| Use a colon to introduce a list  |  |  |  |  |
| Punctuate bullet points consistently  |  |  |  |  |

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