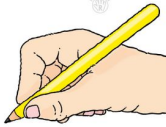

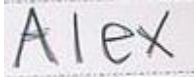



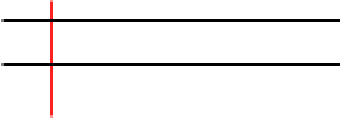










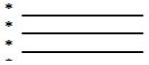



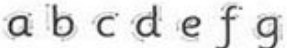

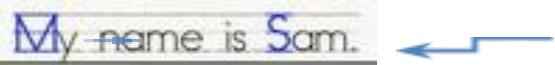

















Emergent Writing Goals
I am learning to...

<p>Hold my pencil correctly</p> 	<p>Write some words and sounds from my ABC card</p> 
<p>Write my name and form some other letters correctly</p> 	<p>Say and write some of the sounds I hear</p> <p>I saw a c t fish.</p> 
<p>Draw a picture to plan my writing</p> 	<p>Think of something to write, say it aloud and remember it</p> 
<p>Start on the left and fill the whole line</p> <p>I went fishing.</p> 	<p>Reread while I am writing so I know what the next word is</p> <p>I went to...</p> 
<p>Use finger spaces</p> 	<p>Write one or more ideas</p> <p>Yesterday Dad and I went fishing. I caught two fish and Dad caught one.</p> 
<p>Miss a line</p> <p><u>Last night my dog</u></p> <p>_____</p>	<p>Use a full stop at the end of my sentence</p> <p><u>He went to the shop.</u></p> 
<p>Write some words I know</p> 	<p>Read my story and talk about it</p> 



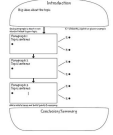

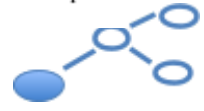







After 2 years at school - level 1
I am learning to...

<p>Write in different ways for different people and read</p>  	<p>Use different sentence starters</p> <div data-bbox="1458 209 1832 341" style="border: 1px solid black; padding: 5px;"> <p>A school of The fish swam in the fish tank.</p> </div> 
<p>Plan using talk and simple organisers and refer to it</p>  	<p>Say tricky words slowly and write all the sounds I hear</p> 
<p>Use topic specific and 'wow' words.</p>	<p>Correctly spell most words from Essential List 1-3 and some from 4.</p>
<p>Write about more than one idea in detail (when, where, who, what, why and feelings)</p>	<p>Use some spelling rules and correct endings (ing, ed, s/es, er, ies)</p>
<p>Write my ideas in order</p> 	<p>Use words I know to help me write new words</p> 
<p>Form letters quickly & correctly (Lowercase, capitals and numbers)</p> 	<p>Use initial blends, chunks and digraphs st, sh, ck, ay, or, og, ink</p> 
<p>Use capitals and full stops correctly</p> 	<p>Recognise different ways to represent the same sound</p> <p>ph<u>o</u>ne → f<u>a</u>ther</p>
<p>Use an exclamation mark or a question mark to end a sentence.</p> 	<p>Proofread to check and correct my punctuation and spelling</p> <p>They ^{some} went to get <u>sum</u> <u>choclat</u>.</p> 
<p>Write longer sentences using different conjunctions</p> <div data-bbox="398 1347 725 1449" style="border: 1px solid black; padding: 5px;"> <p>I liked the big black cat but it hissed at me.</p> </div> 	<p>Reread to check it makes sense</p> <p>We went ^{for} a ride ^{on} the bumper cars at the fair.</p>

After 3 years at school - Level 2b
I am learning to...

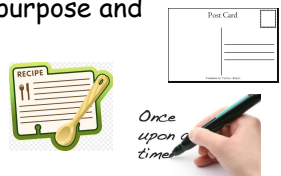
<p>PLAN: Use a simple text structure to write for chosen purpose and audience</p> 	<p>SPELLING: Correctly spell many words from Essential Lists 1-4 and some from List 5-6</p> 
<p>Plan my writing</p>    	<p>Spell unknown words by using my knowledge of sound and letter connections.</p> <p>Use knowledge of spelling rules, adding plural suffixes e.g. baby→babies, skip→skipping, fish →fishes</p>
<p>CONTENT/IDEAS: Create several ideas about the top -when, where, who, what, why -feelings and senses</p> 	<p>Write correctly in the past or present tense</p> <p align="center">will go are going went</p>
<p>Write all upper-case and lower-case letters correctly so they can be read</p> 	<p>PUNCTUATION: Correctly use</p> <ul style="list-style-type: none"> - capital letters to begin sentences - capital letters for proper nouns - full stops - Question Marks - Exclamation Marks 
<p>LANGUAGE FEATURES: Use topic specific words and phrases including: clear nouns, verbs, adjectives . Use alliteration AND similes.</p>	
<p>Use tools to support my writing</p> <ul style="list-style-type: none"> - Thesaurus - Dictionary - Word charts 	<p>Use:</p> <ul style="list-style-type: none"> - commas for lists - apostrophes for contractions - speech marks 
<p>STRUCTURE: Sequence ideas in order of how they happen, using sequencing language: first, next, after that, finally</p> 	<p>Write using language and structural features of the text type e.g. personal recounts, procedure, descriptions</p>
<p>Vary my sentence beginnings and lengths</p> <p align="center">Openers</p>	<p>REVISING: Proofread and correct my work for:</p> <ul style="list-style-type: none"> - spelling - punctuation - grammar - sense <p align="right">Sergeant Sabotage </p>
<p>Correctly write simple and compound sentences with simple conjunctions</p> <p>FANBOYS</p> <p align="center">Connectives</p>	<p>Edit to make my writing more effective:</p> <ul style="list-style-type: none"> - for greater impact - to improve the message
<p>Write complex sentences using AAWWUBIS</p>	<div style="border: 1px solid black; padding: 5px;"> <p>I went <u>sauntered</u> to the fridge and looked <u>peered</u> inside.</p> </div>

At the end of Year 4 - Level 2P/2A
I am learning to...

<p>Select the text type to suit the purpose and audience of my writing</p> 	<p>To describe - To explain To inform - To entertain To persuade - To argue</p>	<p>SPELLING: Understand and use root words, prefixes and suffixes to help with spelling and word meanings</p> <p align="center"><i>Un- pre- sub- -ful -ly -tion</i></p>
<p>PLAN: my writing</p>   	<p>Extended mindmap</p> 	<p>Correctly spell most words from Essential lists 1 to 4 and many from list 5-7</p>  <p>Spell words correctly when the same sound is written in different ways, e.g.,</p> <p align="center">sh, ch, ce, ti, ci can all make the sh sound</p>
<p>CONTENT/IDEAS: Create several ideas about the topic</p> <ul style="list-style-type: none"> - when, where, who, what, why - feelings and senses - comments to support main ideas - speech 		<p>Use reliable spelling rules and conventions: e.g. baby→ babies, skip→skipping, receive e.g. homophones/homonyms IN CORRECT CONTEXT</p> <p>Spell new or tricky <i>unknown words</i> by using my knowledge of sound and letter connections.</p>
<p>LANGUAGE FEATURES: Use topic specific nouns, verbs, adjectives, preposition and adverbs Use similes, onomatopoeia, alliteration</p>		<p>Correct pronouns, prepositions, subject-verb agreement, past and present tenses.</p> <p align="center"><i>will be are going went</i></p>
<p>STRUCTURE: Sequence, group and link my ideas Using sequencing language: first, next, after that, finally. Using linking language: so, so that, as a result, this means that.</p>		<p>PUNCTUATION: Correctly use</p> <ul style="list-style-type: none"> - capital letters to begin sentences - capital letters for proper nouns - full stops - Question Marks - Exclamation Marks 
<p>Vary my sentence beginnings AND lengths</p>	<p>Openers</p> 	<p>Use - commas for lists - apostrophes for contractions - speech marks</p> <p align="center">, " "</p>
<p>Write a variety of sentence types and lengths compound sentences using FANBOYS</p>	<p>Connectives</p> 	<p>REVISING: Proofread and correct my work for:</p> <ul style="list-style-type: none"> - spelling - punctuation - grammar - sense <p align="right">Sergeant Sabotage</p> 
<p>Write complex sentences using AAWWUBIS</p>		<p>Edit to make my writing more effective:</p> <ul style="list-style-type: none"> - for greater impact - to improve the message - fit for purpose - delete or add words or sentences <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Quiet as a mouse, I to the fridge and inside.</p> </div>
<p>Write using language and structural features of the text type e.g. recounts, procedure, descriptions, explanations, reports, moments in time</p>		

**At the end of Year 5- 3B
I am learning to...**


Give my audience most information needed to suit purpose and audience: entertain, persuade or inform



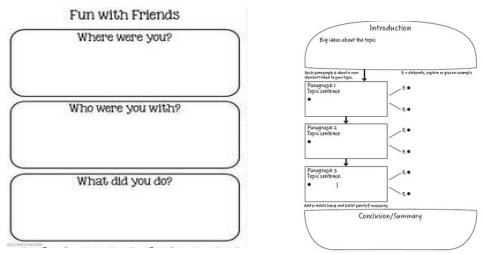
STRUCTURE:
Write simple, compound and complex sentences using a variety of:

- beginnings
- lengths

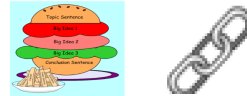
Openers
CONNECTIVES
FANBOYS **AAWWWUBIS**



PLAN:
Select and use a variety of graphic organisers to plan, e.g. flowcharts, structures, mind maps.



Write my entire piece in a logical sequence
Link with **connectives**: later that evening, therefore, although, however



Organise my ideas into paragraphs


Use a range of sentence structures to:

- expand ideas
- engage audience
- create interest

CONTENT/IDEAS:
Create appropriate, usually relevant ideas to suit purpose of my writing
Elaborate on my main ideas
Use text structure features with guidance

SPELLING:

- Write all the basic spelling and sound patterns
- Correctly spell words in lists 1-5
- Spell many words from list 6-7



Make sure most of my writing is grammatically correct

- past and present tense
- subject-verb agreements
- pronouns
- prepositions

Most of the time, apply common spelling and word patterns, e.g. **prefixes, suffixes, plurals, root words, syllables**


LANGUAGE FEATURES:

- Use precise nouns, verbs, adjectives, adverbs
- Use emotive language and figurative language: similes, personification, idiom
- Use appropriate synonyms for adjectives
- WOW! words

Can spell some **multi-syllabic** (hygienic), **irregular** (yacht) or **technical** words

PUNCTUATION:
Use basic punctuation correctly:

- capital letters
- full stops
- exclamation marks
- question marks
- commas for lists
- apostrophes for contractions



Use correctly most of the time:

- speech marks


Uses some complex punctuation:

- apostrophes for possession
- semicolons, colons
- commas for clauses
- ellipsis

REVISING: Proofread and correct my work for:


- spelling
- grammar
- punctuation
- sense

Use a dictionary, thesaurus, charts, online tools for corrections


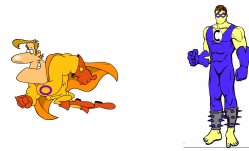
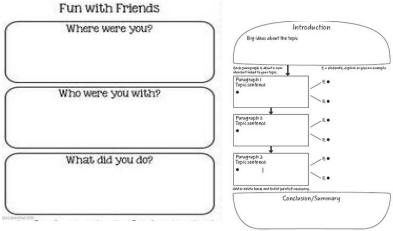
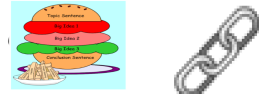






Independently revise and edit my writing often in response to feedback:



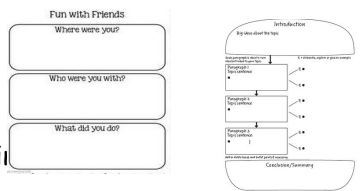

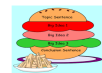




- adding or deleting words, sentences, or whole paragraphs
- clarify meaning
- add impact



At the end of Year 6 - Level 3P/A
I am learning to...

<p>Give my audience most information needed to suit purpose and audience: entertain, persuade or inform</p> 	<p>STRUCTURE: Write simple, compound and complex sentences using a variety of:</p> <ul style="list-style-type: none"> - beginnings - lengths <p align="center">Openers CONNECTIVES FANBOYS AAWWWUBIS</p> 
<p>PLAN: Select and use a variety of graphic organisers to plan, e.g. flowcharts, structures, mind maps.</p> 	<p>Write my entire piece in a logical sequence Link <i>sentence and paragraphs</i> with connectives: later that, therefore, although, however</p>  <p>Organise my ideas into paragraphs Use a topic sentence and elaboration S.E/P.E</p> <p>Write a range of sentence structures to:</p> <ul style="list-style-type: none"> - expand ideas - engage audience - create interest
<p>CONTENT/IDEAS: Create appropriate, relevant ideas to suit purpose of my writing Elaborate on my main ideas with increased detail Use text structure features Show a range of dimensions or viewpoints</p>	<p>SPELLING:</p> <ul style="list-style-type: none"> - Write all the basic spelling and sound patterns - Correctly spell words in lists 1-7 
<p>Make sure most of my writing is grammatically correct</p> <ul style="list-style-type: none"> - past and present tense - subject-verb agreements - pronouns - prepositions 	<p>Apply common spelling and word patterns, e.g. prefixes, suffixes, plurals, root words, syllables to correctly spell most unfamiliar words</p>
<p>LANGUAGE FEATURES:</p> <ul style="list-style-type: none"> - Use precise nouns, verbs, adjectives, adverbs - Use emotive language and figurative language: hyperbole, pun, idiom - Use precise synonyms for adjectives - WOW! words 	<p>Can spell some multi-syllabic (hygienic), irregular (yacht) or technical words</p>
<p>PUNCTUATION: Use basic punctuation</p> <ul style="list-style-type: none"> - capital letters - full stops - exclamation marks - question marks - commas for lists - apostrophes for contractions 	<p>Use correctly most of the time:</p> <ul style="list-style-type: none"> - speech marks <p>Uses some complex punctuation:</p> <ul style="list-style-type: none"> - apostrophes for possession - semicolons, colons - commas for clauses - ellipsis
<p>REVISING: Proofread and correct my work for:</p> <ul style="list-style-type: none"> - spelling - grammar <p>Use a dictionary, thesaurus, charts, online tools for corrections</p> 	<p>Independently revise and edit my writing often in response to feedback:</p> <ul style="list-style-type: none"> - adding or deleting words, sentences, or whole paragraphs - clarify meaning - add impact 

By the end of Year 8 - Level 4
I am learning to...

<p>PURPOSE: Decide on the purpose, text type and audience. Confidently adapt my writing to match the purpose and audience</p> 	<p>STRUCTURE: Deliberately use a variety of sentence starters, types and lengths for effect.</p> <p>AAWWUBIS Openers FANBOYS</p> 
<p>PLAN: Select and use a variety of planning strategies to plan, if and when appropriate.</p> <p>Use info literacy skills: searching, skimming scanning, note-taking, summarizing when planning</p> 	<p>Deliberately choose a clear controlled and logical text structure Use effective connectives to link within and between paragraphs</p> <p>flow: furthermore, therefore, although, however, in summary</p>  <p>Organise my ideas into clearly related paragraphs with S.E.E/P.E.E.L</p>  <p>Use grammatically correct simple, compound and complex sentences</p> <p>Consistently use the appropriate tenses: past, present, future</p> <p>clear links</p>
<p>CONTENT/IDEAS: Use words and phrases appropriate to the topic, register and purpose: precise, expressive, academic and subject-specific</p> <p>Show a range of dimensions or viewpoints. Express my point of view (tone)</p>	<p>SPELLING: Correctly spell words in lists 1-7</p> <p>Can spell some multi-syllabic (hygienic), irregular (yacht) or technical words, drawing on knowledge of how words work</p> 
<p>Use concise, relevant, carefully selected detail that supports and elaborates on the main points.</p> <ul style="list-style-type: none"> - 3 or more ideas - 1-2 ideas are sophisticated - show understanding of people and the world 	<p>REVISING: Proofread and correct my work for:</p> <ul style="list-style-type: none"> - spelling - punctuation - grammar - sense <p>Use appropriate print or electronic tools for corrections</p> <p>Sergeant Sabotage</p> 
<p>LANGUAGE FEATURES: Deliberately use all language and visual features for effect to engage and convey meaning: rhetorical questions, metaphors, clichés, hyperbole, diagrams</p>	<p>Craft and re-craft independently by revising and editing my writing:</p> <ul style="list-style-type: none"> - add or insert details - delete irrelevant or unnecessary - apply to words, sentences, and whole paragraphs 
<p>PUNCTUATION: Use basic punctuation correctly:</p> <ul style="list-style-type: none"> - capital letters - full stops - exclamation marks - question marks - commas for lists - apostrophes for contractions - speech marks/dialogue punct. 	<p>Uses some complex punctuation:</p> <ul style="list-style-type: none"> - apostrophes for possession - semicolons, colons - commas for clauses - ellipsis - dash <p>Recraft to:</p> <ul style="list-style-type: none"> - clarify meaning - meet the purpose - engage intended audience - add impact

