

WRITING – TARGET TRACKER STATEMENTS

BAND 1 (31)	BAND 2 (36)	BAND 3 (35)	BAND 4 (32)	BAND 5 (36)	BAND 6 (34)
Spell words containing each of the 40+ phonemes already taught.	Spell more correctly by segmenting words into phonemes and representing these by graphemes.	Use the prefixes un-, dis-, mis-, re-, pre-	Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-	Spell word endings which sound like shush spelt: -cious, -tious, e.g. vicious, delicious, ambitious.	Add suffixes beginning with vowel letters to endings in -fer, e.g. referee, preference.
Spell common exception words.	Spell by 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.	Add suffixes beginning with vowel letters to words of more than one syllable, e.g. forgetting, preferred, gardening, limited.	Understand and add suffixes -ation and -ous.	Spell word endings which sound like shil spelt, -cial, or -tial, e.g. official and partial.	Use prefixes involving the use of a hyphen, co-ordinate and re-enter.
Spell the days of the week.	Spell by learning to spell common exception words.	Use the suffix -ly.	Add endings which sound like shun spelt: -tion, -sion, -ssion, -cian, e.g. invention, tension, discussion, magician.	Spell words ending in ant, ance, ancy, ent, ence and ency, e.g. transparent, transparency, tolerant, tolerance.	Distinguish between homophones and other words which are often confused (see Appendix 1).
Name the letters of the alphabet in order.	Spell by learning to spell more words with contracted forms.	Spell words with endings sounding like zh and ch, e.g. treasure, measure, picture, nature.	Spell words with the g sound spelt gue, e.g. tongue and rogue, and the k sound spelt que, e.g. antique and unique.	Spell words ending in able and ible, also ably and ibly, e.g. adorable, possibly, adorably, possibly.	Use dictionaries to check the spelling and meaning of words.
Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.	Spell by learning the possessive apostrophe (singular), e.g. The girl's book was finished.	Spell words with endings which sound like zhun, e.g. division, decision.	Spell homophones and near homophones accept, except, effect, affect, ball, bawl, berry, bury, not, knot, meddle, medal, missed, mist, rain, reign, rein, scene, seen, weather, whether, whose.	Spell words containing the letter string ough, e.g. bought, rough, through, bough.	Use knowledge of morphology and etymology to check the spelling of words, selecting the appropriate form and using other similar words as models for his/her own.
Add prefixes and suffixes using the spelling rule for adding -s and -es as the plural marker for nouns and the third person singular marker for verbs.	Spell by distinguishing between homophones and near homophones.	Spell homophones: break, brake, fair, fare, great, grate, grown, grown, here, hear, heel, heal, he'll, male, mail, main, mane, meet, meat, peace, piece, plane, plain, pain, pane	Spell more complex words that are often misspelt – English Appendix 1.	Spell some words with silent letters, e.g. knight, psalm, solemn.	Use a thesaurus with confidence.
Add prefixes and suffixes using the prefix un-.	Add suffixes to spell longer words including: -ment, -ness, -ful, -less, -ly.	Spell words that are often misspelt, see English Appendix 1.	Spell words with the s sound spelt sc, e.g. science and scene.	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (see EA1).	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 use specific letters.
Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root word, e.g. helping, helped, helper, eating, quicker, quickest.	Apply spelling rules and guidance, as listed in English Appendix 1.	Spell words containing the i sound spelt y, elsewhere than at the end of words, e.g. myth, gym.	Place the possessive apostrophe accurately in words with regular plurals, e.g. girls', boys' and words with irregular plurals, e.g. children's.	Use the first three of four letters of a word to check spelling, meaning or both in a dictionary.	Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for the task.
Apply simple 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.	Spell words containing the u sound spelt ou, e.g. young, touch, double.	Use the first three or four letters of a word to check its spelling in a dictionary.	Use a thesaurus.	Plan his/her writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar words as models for his/her own.
Write from memory simple sentences dictated by the teacher that include words using GPCs (Grapheme to Phoneme Correspondence) and common exception words taught so far.	Form lower case letters of the correct size relative to one another.	Spell words with the k sound spelt ch, e.g. scheme, school, echo.	Write sentences from memory dictated by the teacher that include words and punctuation taught so far.	Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether to join specific letters.	Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.
Sit correctly at a table, holding a pencil comfortably and correctly.	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.	Spell words with the sh sound spelt ch, e.g. chef, machine.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.	Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what they have read, listened to or seen performed.
Begin to form lower-case letters in the correct direction, starting and finishing in the right place.	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	Spell words with the ay sound spelt ei, eigh or ey, e.g. eight, they.	Increase the legibility, consistency and quality of his/her handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant and writing is spaced sufficiently so that the ascenders and descenders do not touch.	Plan his/her writing by identifying the audience for and purpose of the writing using other similar writing for his/her own.	Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance mood.
Form capital letters.	Use spacing between words that reflects the size of the letters.	Use the first two or three letters in a word to check its spelling in a dictionary.	Plan his/her writing by discussing writing similar writing in order to understand and learn from its structure, vocabulary and grammar.	Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.	Draft & write narratives describing settings, characters and atmosphere, integrating dialogue to convey character and advance the action.
Form digits 0-9.	Write narratives about personal experiences and those of others (real and fictional).	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Plan his/her writing by discussing and recording ideas.	Plan his/her writing or narratives by considering how authors have developed characters & settings in what they have read/listened to/ seen performed.	Draft and write by accurately précis long passages.
Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.	Write about real events to develop positive attitudes and stamina for writing.	Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.	Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2).	Draft and write by selecting appropriate grammar and vocabulary including that within English Appendix 2.	Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis.
Write sentences by saying out loud what they are going to write about.	Write poetry to develop positive attitudes and stamina for writing.	Increase the legibility, consistency and quality of his/her handwriting.	Draft and write by organising paragraphs around a theme.	Draft and write narratives describing settings, characters and atmosphere and integrating dialogue to convey character.	Draft and write by using organisational and presentational devices to structure texts and guide the reader, e.g. headings, subheading columns, bullets or tables.
Write sentences by composing a sentence orally before writing it.	Write for different purposes to develop positive attitudes and stamina for writing.	Plan his/her writing by discussing similar writing in order to understand and learn from its structure and vocabulary.	Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.	Draft and write by précis longer passages.	Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.
Write sentences by sequencing sentences to form short narratives.	Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.	Plan his/her writing by discussing and recording ideas within a given structure.	Draft and write non-narrative material, using simple organisational devices.	Draft and write by using devices to build cohesion within a paragraph, e.g. the, after that, this, firstly.	Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation, to enhance effect and clarify meaning (EA2).
Write sentences by re-reading what he/she has written.	Consider what he/she is going to write about before beginning by writing down ideas and/or key words including new vocabulary.	Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentence structures from EA 1.	Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.	Draft and write by linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).	Evaluate and edit by ensuring the consistent correct use of tense throughout a piece of writing.
Discuss what he/she has written with the teacher or other pupils.	Consider what he/she is going to write about before beginning by encapsulating what he/she wants to say, sentence by sentence.	Draft and write by organising writing into paragraphs as a way of grouping related material.	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in	Draft and write by using further organisational and presentation devices to structure texts and to guide the reader, e.g. headings, bullet points	Evaluate and edit by ensuring correct subject verb agreement when using singular and plural distinguishing between the languages of speech

			sentences, expanded noun phrases and fronted adverbials.	and underlining.	and writing and choosing the appropriate register.
Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.	Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils.	Draft and write in narratives, creating settings, characters and plot.	Proof read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.	Evaluate and edit by assessing the effectiveness of his/her own and others' writing.	Proof-read for spelling errors linked to spell statements for year 6.
Use regular plural noun suffixes –s or –es, e.g. dog, dogs, wish, wishes; including the effects of these suffixes on the meaning of the noun.	Make simple additions, revisions and corrections to writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	Draft and write non-narrative material using headings and sub-headings to organise texts.	Confidently read his/her own writing aloud, to a group of the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).	Proof read for punctuation errors including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.
Use suffixes that can be added to verbs where no change is needed in the spelling of root words, e.g. helping, helped, helper.	Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation, e.g. ends of sentences punctuated correctly.	Evaluate and edit by assessing the effectiveness of his/her own writing.	Understand the grammatical difference between plural and possessive s.	Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.	Confidently perform his/her own composition using appropriate intonation, volume and movement so that meaning is clear.
Understand how the prefix un- changes the meaning of verbs and adjectives, e.g. untie, uncaring.	Read aloud what he/she has written with appropriate intonation to make the meaning clear.	Evaluate and edit by proposing changes to grammar and vocabulary linked to use a/an, conjunctions, adverbs and prepositions.	Use standard English forms for verb inflexions instead of local spoken forms, e.g. We were instead of we was or I did instead of I done.	Evaluate and edit ensuring correct subject verb agreement when using singular and plural, distinguishing between the language of speech and writing.	Understand the difference between vocabulary typical of informal speech and formal speech writing, e.g. find out – discover; ask for – request; go in – enter.
Understand how words can combine to make sentences.	Form nouns using suffixes such as –ness and by compounding, e.g. whiteboard, superman.	Proof-read for spelling errors and for punctuation, including full stop, apostrophe, comma, question mark, exclamation and inverted commas for speech.	Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases, e.g. The teacher expanded to the strict maths teacher with curly hair.	Proof read for spelling errors linked to spelling statements for year 5.	Understand how words are related by meaning as synonyms and antonyms, e.g. big, large, little.
Use joining words and joining clauses using and.	Form adjectives using suffixes such as –ful, –less.	Read his/her own writing aloud to a group or the whole class using appropriate intonation, and controlling the tone and volume so that the meaning is clear.	Use fronted adverbials, e.g. Later that day, I heard the bad news.	Proof read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis, use of commas to clarify meaning or avoid ambiguity.	Use the passive to affect the presentation of information in a sentence, e.g. I broke the window in the greenhouse vs The window in the greenhouse was broken (by me).
Sequence sentences to form short narratives.	Use suffixes –er, –est in adjectives and use –ly to turn adjectives into adverbs, e.g. smoothly, softly, bigger, biggest.	Form nouns using a range of prefixes, e.g. super-, anti-, auto-.	Use paragraphs to organise ideas around a theme.	Perform his/her own compositions, using appropriate intonation, volume and movement, so that meaning is clear.	Understand the difference between structures typical of informal speech and structures appropriate to formal speech and writing, e.g. the use of question tags; He's your friend, isn't he?, or the use of subjunctive forms such as 'were' or 'were they to come' in some very formal writings and speech.
Separate words with spaces.	Use subordination (using when, if, that, because) and coordination (using or, and, but).	Use the forms a or an according to whether the next word begins with a consonant or vowel, e.g. a rock, an open box.	Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Convert nouns or adjectives into verbs using suffixes, e.g. –ate, –ise, –ify... vaccinate, circulate, intensify.	Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, as a consequence) and ellipsis.
Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing.	Use expanded noun phrases for description and specification. e.g. The blue butterfly, the man in the moon, etc.	Identify word families based on common root words, e.g. solve, solution, solver, dissolve, insoluble.	Use inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause and by placing end punctuation within the inverted commas: The conductor shouted, 'Sit down!'	Understand verb prefixes, e.g. dis-, de-, mis-, over- and re-.	Use layout devices, e.g. headings, subheadings, columns, bullets or tables to structure text.
Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.	Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	Express time, place and cause using conjunctions, e.g. when, before, after, while, so, because and adverbs, e.g. then, next, soon, therefore or prepositions, e.g. before, after, during, in, because of.	Use apostrophes to mark plural possession, e.g. The girls' names or the girl's names.	Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.	Use the semi-colon, colon and dash to mark boundary between independent clauses, e.g. raining; I'm fed up.
Understand the following terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	Make the correct choice and make consistent use of present and past tense throughout writing.	Begin to use paragraphs as a way to group related material.	Use commas after fronted adverbials.	Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).	Use the colon to introduce a list and use of colons in lists.
	Use the progressive form of verbs (auxiliary) in the present and past tenses to mark actions in progress, e.g. She is drumming, He was shorting.	Use headings and subheadings to aid presentation.	Understand the following terminology: determiner, pronoun, and possessive pronoun, adverbial.	Use devices to build cohesion within a paragraph, e.g. then, after, that, this, firstly.	Use bullet points to list information.
	Use capital letters, full stops, question marks, exclamation marks to demarcate sentences consistently in his/her writing.	Use the present perfect form of verbs instead of the simple past, e.g. He has gone out to play contrasted with He went out to play.		Link ideas across paragraphs using adverbials of time (e.g. later); place (e.g. nearby); number (e.g. secondly) or tense choices (e.g. he had seen her before).	Understand how hyphens can be used to avoid ambiguity, e.g. Man eating shark vs man-eating shark, recover vs re-cover.
	Use commas to separate items in a list.	Use inverted commas to punctuate direct speech.		Use brackets, dashes or commas to indicate parenthesis.	Understand the following terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet point.
	Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns, e.g. The girl's name.	Understand the following terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas.		Use commas to clarify meaning or avoid ambiguity.	
	Understand the following terminology: noun, noun phrase, statement, question, exclamation, command, compound word, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.			Understand the following terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.	