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Parkfield Community
School
Writing

NAME _____

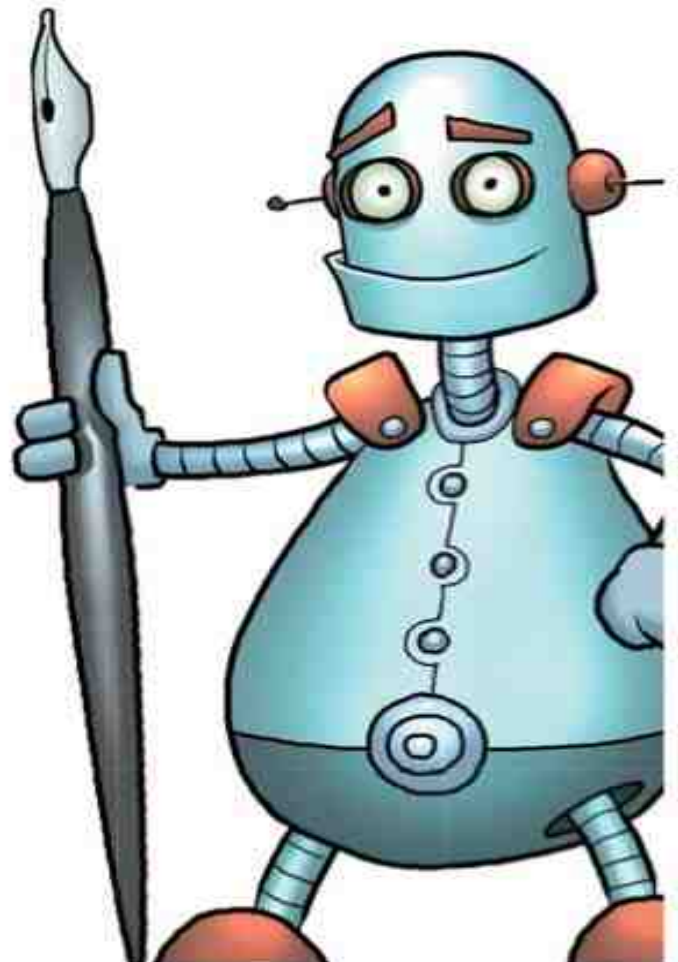
CLASS _____

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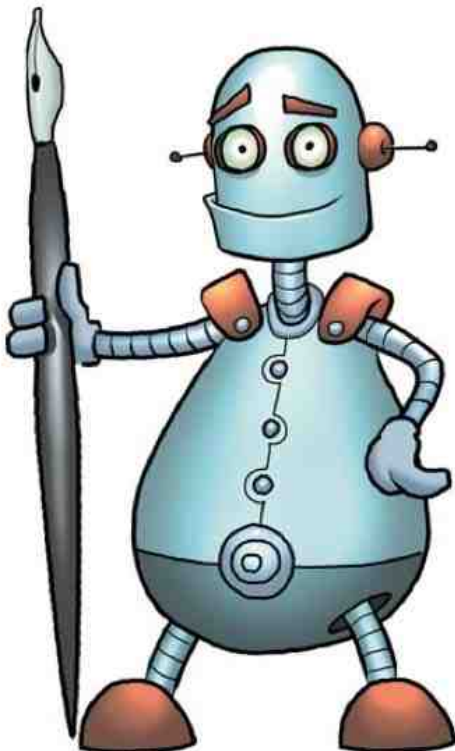
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I can use spacing between words that reflect the size of my letters.

--	--	--

I can consistently sit correctly at a table, holding a pencil comfortably and correctly.

--	--	--

I can join nearly all of my lower case letters.

--	--	--

I can join small groups of letters together e.g. sh, ee, ie, th.

--	--	--

I can form capital letters, which are generally taller than the lower case letters.

--	--	--

I can form the digits 0-9.

--	--	--

I can leave spaces between my words.

--	--	--

I can form lower-case letters in the correct direction, starting and finishing in the right place (some inconsistencies in size).

--	--	--

I can sit correctly at a table, holding a pencil comfortably and correctly.

--	--	--

Writing - Handwriting Hero Targets

Notes

YEAR 4

I can space my writing so that my ascenders and descenders of letters do not touch.

--	--	--

I can independently and consistently sit correctly at a table, holding a pen comfortably and correctly.

--	--	--

I can use the diagonal and horizontal strokes that are needed to join letters and I understand which letters, when next to one another, are left un-joined. This is evident in all of my handwriting.

--	--	--

YEAR 3

I can sit correctly at a table, holding a pen comfortably and correctly.

--	--	--

I can use spaces between words, which are nearly all the same size throughout a piece of writing.

--	--	--

I can join all of my lower case letters.

--	--	--

YEAR 2

I can mostly write capital and lower case letters of the correct size, orientation and relationship to one another.

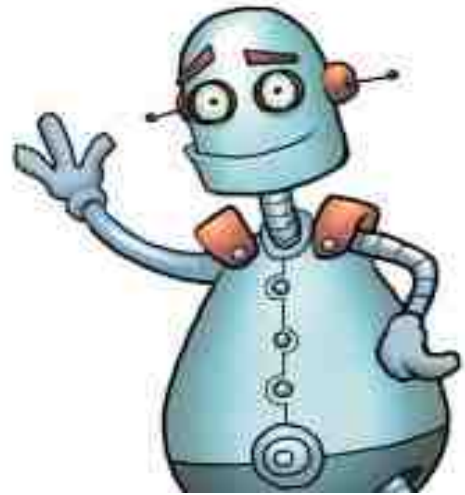
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I can form lower-case letters of the correct size, relative to one another.

--	--	--

I can rest nearly all of my letters on the lines of my page.

--	--	--



<p>I can join all of my handwriting, at speed, while maintaining a consistent style and fluency within an individual piece of writing.</p>	<p>YEAR 6</p>			
<table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table>				
<p>I can choose the writing implement that is best suited for a task.</p>				
<table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table>				
<p>I can independently and consistently sit correctly at a table, holding a pen comfortably and correctly.</p>	<p>YEAR 5</p>			
<table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table>				
<p>I can adapt my handwriting for a range of tasks and purposes, including for effect.</p>				
<table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table>				
<p>I can independently and consistently sit correctly at a table, holding a pen comfortably and correctly.</p>	<p>YEAR 4</p>			
<table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table>				
<p>I can write in a consistent and legible style within an individual piece of writing.</p>				
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Writing - Grammar Giants Targets

YEAR 3	I can proof read my work for errors.		
	I can write in complex sentences to clarify relationships in time and place, e.g. meanwhile, during, while, until and following.		
YEAR 2	I can use a wider range of conjunctions, e.g. when, if, because, although and however.		
	I can use the present and past tenses correctly.		
YEAR 1	I can use apostrophes for contracted forms and the possessive (singular) form - the girl's book.		
	I can use full stops, capital letters, exclamation marks, question marks and commas for lists.		
YEAR 1	I can begin to punctuate sentences, using a capital letter and a full stop, question mark or exclamation mark.		
	I can join words and joining clauses using 'and'.		
YEAR 1	I can use capital letters for names of people, places, the days of the week and the personal pronoun 'I'.		

Writing - Super Spelling Target

YEAR 7	I can spell subject specific words correctly.		
	I am secure with most complex words and all homophones.		
YEAR 6	I can spell words with the endings -cial and -tial.		
	I can spell words with the endings -ance and -ence.		
YEAR 6	I can spell words with the endings -ible and -able.		
	I can spell all of the Year 5 and 6 word list.		
YEAR 5	I know and use the 'I before E' rule following a C.		

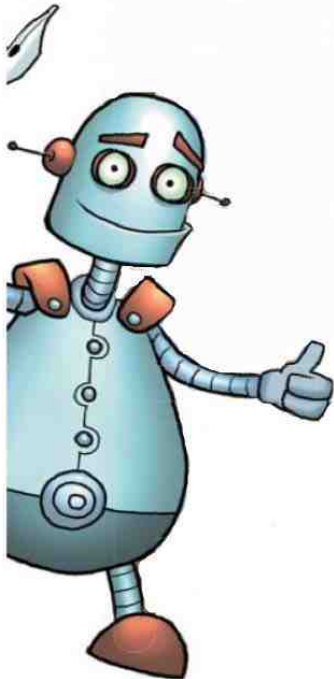
Writing - Super Spelling Target

YEAR 5	I can spell words with the endings -cious and -tious.		
YEAR 5	I can spell words with silent letters.		
YEAR 4	I can use the suffixes -ly, -ation, -ous.		
YEAR 4	I can use the prefixes il-, ir-, re-, sub-, inter-, anti-, auto-.		
YEAR 4	I can spell all of the Year 3&4 word list.		
YEAR 3	I can spell words ending in -tion, -sion, -cian, -ssion.		
YEAR 3	I can use the prefixes dis-, mis-, in- and im-.		
YEAR 2	I can spell the next 22 sets of homophones/near homophones (e.g. accept/except).		
YEAR 2	I can add suffixes to spell longer words- e.g. -ment, -ful, -less, -ly.		

Writing - Grammar Giants Targets

YEAR 6	I can use brackets, dashes or commas to indicate parenthesis e.g. Sana - the school's fastest runner - won the race easily.		
YEAR 5	I can use relative clauses beginning with: who, which, where, when, whose and that.		
YEAR 5	I can use a colon to introduce a list.		
YEAR 4	I can proof read for spelling and punctuation errors.		
YEAR 4	I can ensure the consistent and correct use of tense throughout a piece of writing.		
YEAR 4	I can use the possessive apostrophe correctly in all situations.		
YEAR 4	I can write in standard English forms for verb inflections (e.g. we were instead of we was).		
YEAR 4	I can use and punctuate direct speech.		
YEAR 4	I can use commas after fronted adverbials e.g. Eventually, the rain will stop.		

Writing - Grammar Giants Targets



YEAR 7

I can consistently use a full range of accurate punctuation in a variety of sentence structures.

I can use semi-colons, colons or dashes to mark boundaries between independent clauses.

YEAR 6

I can recognise vocabulary and structures that are appropriate for formal speech and writing.

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

Writing - Super Spelling Target

I can spell the first 11 sets of homophones/near homophones (e.g. there/their/they're).

I can spell most of the common exception words.

I can spell 10 words with contractions (it's, can't, won't, they're etc).

I can use the possessive apostrophe for a singular person-the girl's book.

I can add the suffices -ed, -ing, -er, -est, -ly, -y to root words.

I can use the prefix un-.

I can spell the days of the week.

I can spell most of the 100 high frequency words.

I can spell words using the phonemes that i know.

YEAR 2

YEAR 1

Writing - Organised Targets



YEAR 7

I can demonstrate a range of techniques to signal overall direction of the text for the reader.		
I am beginning to vary structure and length of paragraphs for effect on the reader.		

Writing - Word Wonder Targets

I can choose words and phrases that both engage the reader and support the purpose - these may still be 'well-known' to the writer from other text examples, or class lists, etc.	YEAR 4
My vocabulary is interesting and appropriate.	
I can modify nouns by one or more precise adjectives - a loud wailing sound.	YEAR 3
I can use detail to clarify information.	
I can show evidence of using simple similes - it was as yellow as the sun.	
I can use interesting adverbs to describe actions.	YEAR 2
I can use interesting adjectives to describe people, objects and setting.	
I can make some appropriate word choices from word banks, class lists and sentence openers.	YEAR 1
I can use some basic descriptive language - colour, size, simple emotions.	

Writing - Word Wonder Targets

YEAR 7	I can use word choices that are well-matched to purpose and audience		
YEAR 6	I recognise how changing the word choice can change the meaning of the writing.		
YEAR 6	I can use vocabulary that is varied, imaginative and appropriate, including use of technical and specific words.		
YEAR 5	I can make assertive use of the characteristic language and the chosen text type.		
YEAR 5	My vocabulary choices are more thoughtful - using a thesaurus to extend the range of words used.		
YEAR 4	I can choose words for deliberate effect - stationary rather than stopped.		
YEAR 4	I can include details to add interest, to persuade ('obviously') or to direct (imperative verbs).		

Writing - Organised Targets

YEAR 6	In narrative, I can use references to the start of the story to signal a change at the end of the story.		
YEAR 6	I can make links between paragraphs in non-fiction writing- 'As mentioned previously'.		
YEAR 5	In non-fiction writing, my paragraphs will have an introductory sentence, followed by approximately 3 points. Each of these points may involve 2 or more sentences, the use of examples and connectives.		
YEAR 5	I can use shifts in time and place to shape a story and guide the reader through the text: e.g. by introducing a new section to draw attention to the main event.		
YEAR 5	My paragraph structure is controlled to shape a story, e.g. 5 paragraph structure involving a build-up, conflict and resolution.		
YEAR 4	I can use connectives, within a paragraph, to link the sentences, e.g. Secondly, in addition, furthermore.		
YEAR 4	My paragraphs have relevant openings.		
YEAR 4	In non-fiction, I can write a clear introduction, followed by logical points, drawing to a defined conclusion.		
YEAR 4	In narrative, I can use paragraphs for a change in action, setting and time.		

Writing - Organised Targets

YEAR 3	I can use paragraphing in narrative for a new location in a story.		
	I can group similar information together in paragraphs in non-fiction writing.		
YEAR 2	I can use simple connectives (e.g. also, as well, because, but) to link ideas logically.		
	I can use connectives that signal time, e.g. than, after, before.		
YEAR 2	The organisation reflects the purpose of my writing - a newspaper report has a headline, a by-line, an introduction and then a chronological recount of events.		
	I can begin to use an appropriate opening and ending in my writing.		
YEAR 1	My writing can be read, without mediating.		
	I can write more than one sentence about an idea.		
	I can use a simple structure in my writing, e.g. beginning middle and end, or instructions written in the correct order.		

Writing - Purposeful Targets

YEAR 4	I can consider the needs of the reader and provide background information in my writing.		
	My writing suggests insights into character development through describing how characters look, react, talk or behave, rather than by telling the reader.		
YEAR 3	I can establish some evidence of a viewpoint.		
	I can include details to add an element of humour, surprise or suspense.		
YEAR 3	I can think about the different styles needed for different types of writing.		
	I am beginning to use appropriate language across different types of writing - e.g. story language, non-fiction.		
YEAR 2	I know who my writing is for (their intended audience).		
	I can convey basic information and ideas through appropriate word choices.		
YEAR 1	I can read my writing back to an adult confidently.		

Writing - Purposeful Targets

YEAR 6	My writing is well constructed and shows a secure grasp of the chosen genre.		
	My writing is well paced.		
YEAR 5	I can use the setting and weather as a 'sympathetic background' to the characters situation - e.g. thunderstorm for the dangerous parts with the sun coming out when all is well.		
	I can address the reader.		
YEAR 4	I can write in a given style successfully if they refer to the 'Tricks of the trade'.		
	In my writing, the setting is used to create mood.		
YEAR 4	In my writing, characterisation is evident, through direct and reported speech.		
	I can include some significant interaction between characters through action, description, and characters responses. Character development helps to move the story forward.		
YEAR 4	I can use some of the 'Tricks of the Trade' for a given style to ensure that the style of writing is evident.		

Writing - Purposeful Targets

YEAR 7	I can use controlling techniques for a specific purpose, sustained throughout a piece of text.		
	I can establish a convincing, individual voice or point of view and mostly sustain this.		
YEAR 7	I can construct paragraphs that support meaning and purpose.		

