

English Targets Year 1



I can make predictions about what is going to happen

I can draw inferences from the text or pictures

I can say what I like or don't like about a text

I can make links from books to my own experiences

I can retell some stories using narrative language

I can talk about characters in familiar stories

I can recite some poems and rhymes by heart

I can check that my reading makes sense and make corrections when it doesn't

Reading

I can sequence sentences to form a story

I can join two sentences using and

I can put words together to make a sentence

Structure

I can say a sentence out loud before writing it

I can sequence sentences in order to recount an event or experience

I can re-read what I have written to check it makes sense

I know that some words can have a prefix added to change the meaning

Composition

I can use an exclamation mark

I can use a question mark

I can use a capital letter to start a sentence

I can use a full stop to end a sentence

I can use capital letters for names

I can put spaces between words

I can use a capital I

Punctuation

I can form lower case letters in the correct direction, starting and finishing in the right place

I can sit at a table holding a pencil correctly

Handwriting

I can find the phonemes in words I know

I can use syllables to divide words for spelling

I can use what I know about tricky phonemes to help me spell words

I can name all the letters of the alphabet in order

Spelling

English Targets Year 2



I can draw inferences from illustrations, events, characters, actions and speech

I can ask and answer questions, and make predictions

I can recite some poems by heart, with expression

I can find repeated language in stories and poems

I can read for meaning and reread when it does not make sense

I can retell familiar and traditional stories

I can use what I have learned before to help me understand texts

I can discuss the sequence of events

I can talk about and give an opinion on a range of texts

Reading

I have begun to use complex sentences with subordinate clauses

I can use expanded noun phrases

I can use the progressive form of verbs (I am going) in the present and past tenses

I can use present and past tenses accurately

Structure

I can evaluate my writing independently, with friends and with an adult

I can proof read my work and make corrections

I can plan, discuss and record my ideas

I can write for different purposes including real events

I can write stories about personal experiences, both real and imagined

Composition

I use capital letters for the names of places, people, days of the week and the personal pronoun I

I use question marks and exclamation marks correctly

I use commas to separate words in a list

I can use apostrophes to show where letters are missing and to show possession

Punctuation

I can write with a controlled and neat joined handwriting style

I can use the diagonal and horizontal strokes needed to join letters

I can form lower case letters correctly sized and orientated, and upper case letters also

I use finger spaces

Handwriting

I can use my knowledge of phonics to spell

I can identify phonemes in unfamiliar words and use syllables to divide words

I can spell some longer words with suffixes ment, ful, less and ly

I can spell some common homophones

Spelling

I read a range of fiction, poetry, plays and non-fiction texts

I can discuss the texts that I read and read aloud & independently, taking turns and listening to others.

I can explain how non-fiction books are structured in different ways and can use them effectively.

I can explain some of the different types of fiction books.

I can ask relevant questions to get a better understanding of the text and I can predict what might happen based on details I have.

I can draw inferences such as inferring a character's feelings, thoughts and motives from their actions.

I can use a dictionary to check the meaning of unfamiliar words

I can identify the main part of a text and use non-fiction texts to retrieve information.

I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume & action

Reading

I can express time, place & cause by using conjunctions, adverbs & prepositions.

I am starting to use paragraphs.

I can use headings and subheadings.

I can use the present perfect form of verbs instead of the simple past.

Structure

I can discuss different styles of writing, noting its structure, and grammatical features and I can compose sentences using a wider range of structures.

I can write a narrative with a clear structure, setting, characters & plot.

I can write non narrative using simple organisation devices such as headings and sub-headings

I can suggest improvements to my own writing and that of others.

I can proof-read to check for errors in spelling & punctuation

Composition

English Targets Year 3



I use the diagonal and horizontal strokes that are needed to join letters.

I understand which letters should be left unjoined.

Handwriting

I can use inverted commas to punctuate direct speech.

Punctuation

I can spell words with additional prefixes and suffixes and understand how to add them to root words.

I recognise & spell homophones.

I can use the first two or three letters of a word to check its spelling in a dictionary.

I can spell words correctly which are in a family.

I can spell the commonly misspelt words from the Y3/Y4 word list.

Spelling

I know which books to select for specific purposes, especially in relation to science, geography & history learning.

I can use a dictionary to check the meaning of unfamiliar words.

I can discuss & record words & phrases that writers use to engage and impact on the reader.

I can identify some of the literary conventions in different texts and I can identify simple themes in texts.

I can prepare poems to read aloud & to perform, showing understanding through intonation, tone, volume & action.

I can explain the meaning of words in context and ask relevant questions to improve the understanding of a text.

I can infer meanings & begin to justify them with evidence from the text and I can predict what might happen from details stated and from the information I have deduced.

I can identify some text type organisation features, for example, narrative, explanation & persuasion.

Reading

I can compose sentences with different sentence structures.

I can rehearse a sentence.

I can write a narrative with a clear structure, setting and plot.

I can improve my writing by changing grammar and vocabulary.

I use a range of sentences which have more than one clause.

I can use appropriate nouns and pronouns within and across sentences.

I can use direct speech in my writing and punctuate it correctly.

I use the perfect form of verbs to mark the relationship of time and cause.

I can proof-read to check for errors in spelling and punctuation.

Composition

English Targets Year 4



I can use inverted commas & other punctuation to indicate direct speech.

I can use apostrophes to mark plural possession.

I use commas after fronted adverbials.

Punctuation

I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.

I can use fronted adverbials.

I can write in paragraphs.

I make an appropriate choice of pronoun & noun within & across sentences.

Structure

My handwriting is legible and consistent and ascenders and descenders are clear.

Handwriting

I can spell words with prefixes & suffixes & add them to root words.

I can recognise & spell homophones.

I can use the first 2 or 3 letters of a word to check a spelling in a dictionary.

I can spell the commonly misspelt words from the Y3/Y4 word list.

Spelling

English Targets Year 5



I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.

I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.

I can identify significant ideas, events & characters and discuss their significance.

I can recite poems by heart, eg, narrative verse, haiku.

I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Reading

I can discuss the audience and purpose of the writing.

I can start a sentence in different ways.

I can use the correct features of the text type we are working on.

I can develop characters through action and dialogue.

I can use effective vocabulary to create an impact.

I can use stylistic devices, eg alliteration.

I can add well-chosen detail (wow words) to interest the reader.

I can write in paragraphs.

Composition

I can choose the style of handwriting to use when given a choice.

Handwriting

I can use brackets, dashes and commas to indicate parenthesis.

I can use commas to clarify meaning or avoid ambiguity.

I can use semi-colons accurately.

I can use ellipsis accurately.

Punctuation

I can use complex sentences and relative clauses.

I can use modal verbs.

I can build cohesion between paragraphs.

I can use adverbials to link paragraphs.

Structure

I can distinguish between homophones and other confusing words.

I can spell the words from the Y5/Y6 list.

I can spell words with silent letters, eg, know

I can use a thesaurus and a dictionary

Spelling

English Targets Year 6



I am familiar with and can talk about a wide range of books & text types, including myths, legends & traditional stories & books from other cultures & traditions. I can discuss the features of each.

I can read books that are structured in different ways. I can read accurately & check that I understand.

I can recognise texts that contain features from more than one text type.

I can evaluate how effectively texts are structured & presented.

I can read non-fiction texts to help with my learning.

I can recommend books to others and give reasons for my recommendation.

I can identify themes and key points in texts.

I can identify & discuss the conventions in different text types.

I can recite a range of poems by heart.

I can prepare poems & plays to read aloud & to perform, showing understanding through intonation, tone, volume & action.

Reading

I can discuss the audience and purpose of the writing.

I use a range of sentence starters to create specific effects.

I use grammatical structures & features and choose vocabulary appropriate to the audience and purpose.

I can use developed noun phrases to add detail to sentences.

I can use grammar to create an impact.

I use the passive voice to present information with a different emphasis.

I can write at length logically in narrative and non-narrative writing.

I can use character, dialogue and action to advance events in narrative writing.

Composition

I can vary sentence length for effect.

I can use a variety of organisational & presentational devices correct to the text type.

I write in paragraphs which can clearly signal a change in subject, time, place or event.

Structure

I can use the semi-colon, colon and dash.

I can use the colon to introduce a list and semi-colon within lists.

I can use a hyphen to avoid ambiguity.

Punctuation

I can choose the style of handwriting to use when given a choice.

I can choose the handwriting that is best suited for a specific task.

Handwriting

I can distinguish between homophones & other words which are often confused.

I can spell the commonly misspelt words from the Y5/Y6 word list.

Spelling