

## DOCUMENT RESUME

ED 472 276

CS 511 716

TITLE Target Statements for Writing. The National Literacy Strategy.

INSTITUTION Department for Education and Skills, London (England).

PUB DATE 2000-00-00

NOTE 9p.

AVAILABLE FROM For full text: [http://www.standards.dfes.gov.uk/midbins/literacy/Target\\_statements.PDF](http://www.standards.dfes.gov.uk/midbins/literacy/Target_statements.PDF).

PUB TYPE Guides - Non-Classroom (055) -- Opinion Papers (120)

EDRS PRICE EDRS Price MF01/PC01 Plus Postage.

DESCRIPTORS British National Curriculum; Elementary Education; Foreign Countries; \*Literacy; Standards; \*Student Educational Objectives; Writing Improvement; \*Writing Instruction

IDENTIFIERS \*National Literacy Strategy (England); Target Planning; Writing Contexts

## ABSTRACT

This list of year-by-year statements has been drawn together from England's National Literacy Strategy Framework for Teaching with a particular focus on writing. It sets out an illustrative set of targets for each year from Reception Year to Year 6 in different aspects of writing. The statements also take account of the stages set out in "Progression in Phonics" and the criteria for marking writing in National Curriculum assessment at Years 2 and 6. The targets focus on the key aspects of writing that need to be addressed to raise standards. They are intended as a practical guide for headteachers in steering and monitoring the teaching of writing and should be used selectively in relation to the needs and context of each school in any of the following ways: to audit writing achievement in each year group; to set curricular targets for year groups and learning targets for children; as a steer for teachers' planning; to help focus teaching on key elements of writing; and as criteria for monitoring teaching and learning. (NKA)

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## Target Statements for Writing.

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## Target statements for writing

This list of year-by-year statements has been drawn together from the NLS *Framework for teaching* with a particular focus on writing. The statements also take account of the stages set out in *Progression in phonics* and the criteria for marking writing in National Curriculum assessment at Years 2 and 6. The statements illustrate key aspects of writing that need to be addressed to raise standards. They are intended as a practical guide for headteachers in steering and monitoring the teaching of writing. They should be used selectively in relation to the needs and context of each school in any of the following ways:

- to audit writing achievement in each year group;
- to set curricular targets for year groups and learning targets for children;
- as a steer for teachers' planning;
- to help focus teaching on key elements of writing;
- as criteria for monitoring teaching and learning.

Although these statements summarise the objectives in the NLS *Framework* they are not a substitute for it; teacher should still plan from it and teach to the *Framework* objectives.

### RECEPTION

<b>Phonics and spelling</b>	<ul style="list-style-type: none"> <li>• Spell CVC words, e.g. hop, leg, rich.</li> <li>• Attempt to spell unfamiliar words using a phonemic strategy (including analogy).</li> <li>• Spell some words for YR in Appendix List 1 in the NLS <i>Framework</i>.</li> </ul>	<b>WORD</b>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Write letters using the correct sequence of movements.</li> </ul>	
<b>Style: language effects</b>	<ul style="list-style-type: none"> <li>• Begin to use some story language, such as 'Once upon a time ...'</li> </ul>	<b>SENTENCE</b>
<b>Style: sentence construction</b>	<ul style="list-style-type: none"> <li>• Dictate a simple sentence.</li> <li>• Begin to write simple sentences.</li> </ul>	
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Write own name, using a capital letter.</li> <li>• Begin to use capital letters and full stops to punctuate a sentence.</li> </ul>	
<b>Purpose and organisation</b>	<ul style="list-style-type: none"> <li>• Retell a narrative or a recount.</li> <li>• Begin to write simple narratives and recounts.</li> <li>• Invest writing with meaning. Write simple labels, captions and sentences.</li> </ul>	<b>TEXT</b>
<b>Process</b>	<ul style="list-style-type: none"> <li>• Dictate and invent own compositions.</li> <li>• Think about what to write ahead of writing.</li> </ul>	

**YEAR 1**

**As for Year R and:**

<p><b>Phonics and spelling</b></p>	<ul style="list-style-type: none"> <li>• Spell words with adjacent consonants, e.g. <i>drift</i>.</li> <li>• Attempt to spell unfamiliar words using a phonemic strategy (including analogy) and graphic knowledge.</li> <li>• Know main spelling choices for each vowel phoneme.</li> <li>• Spell 50 words in Y1/Y2 list in Appendix List 1 in the NLS <i>Framework</i>.</li> </ul>	<p><b>WORD</b></p>
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>• Form lower case letters correctly in a script that will be easy to join later.</li> </ul>	
<p><b>Style: language effects</b></p>	<ul style="list-style-type: none"> <li>• Begin to use words appropriate to different text forms, e.g. story, report or simple instructions.</li> </ul>	<p><b>SENTENCE</b></p>
<p><b>Style: sentence construction</b></p>	<ul style="list-style-type: none"> <li>• Write simple sentences independently.</li> <li>• Write questions and statements appropriately.</li> </ul>	
<p><b>Punctuation</b></p>	<ul style="list-style-type: none"> <li>• Use capital letters and full stops when punctuating a single simple sentence.</li> <li>• Begin to use question marks.</li> </ul>	
<p><b>Purpose and organisation</b></p>	<ul style="list-style-type: none"> <li>• Write a recount or narrative. Begin to break up the series of events with connectives other than <i>and</i>.</li> <li>• Build on YR – write to communicate meaning – simple recounts, stories that can be re-read, with basic beginning, middle and ending.</li> <li>• Write simple instructions in correct order.</li> <li>• Label information appropriately.</li> </ul>	<p><b>TEXT</b></p>
<p><b>Process</b></p>	<ul style="list-style-type: none"> <li>• Use language and structures from reading when writing.</li> <li>• Assemble information and ideas from own experience as a basis for writing, as well as generating questions prior to reading/writing.</li> <li>• Begin to rehearse sentences before writing and re-read during and after writing.</li> </ul>	

**YEAR 2****As for Year 1 and:**

<b>Phonics and spelling</b>	<ul style="list-style-type: none"> <li>• Spell two-syllable words, e.g. <i>sometimes</i>, including some words with prefixes and suffixes.</li> <li>• Spell the ends of regular past tense verbs with <i>ed</i>.</li> <li>• Spell all the words in Y1/Y2 list in Appendix List 1 in the NLS <i>Framework</i>.</li> </ul>	<b>WORD</b>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Use the four basic handwriting joins with confidence in independent writing.</li> </ul>	
<b>Style: language effects</b>	<ul style="list-style-type: none"> <li>• Consider and select from alternative word choices.</li> <li>• Give detail to engage reader.</li> </ul>	<b>SENTENCE</b>
<b>Style: sentence construction</b>	<ul style="list-style-type: none"> <li>• Write simple sentences (using some prepositions).</li> <li>• Begin to use conjunctions to write compound sentences.</li> <li>• Use sentences from texts as models for writing.</li> </ul>	
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Punctuate some sentences in the course of writing, using capital letters, full stops and question marks.</li> <li>• Begin to use commas in lists.</li> </ul>	
<b>Purpose and organisation</b>	<ul style="list-style-type: none"> <li>• Write a recount or narrative in sentences using connectives that signal time, e.g. <i>then, after, before, meanwhile</i>.</li> <li>• Begin to show some consistency in use of 1st or 3rd person and tense.</li> <li>• Apply knowledge of story elements such as setting, dialogue, characterisation, story language and structures, so that own writing begins to 'sound like a story', with some consistency of genre and tense. Give sufficient detail to engage reader's interest.</li> <li>• Begin to show some characteristics of chosen form, e.g. write non-chronological reports, based on structure of known texts, incorporating appropriate language to sequence and categorise ideas.</li> </ul>	<b>TEXT</b>
<b>Process</b>	<ul style="list-style-type: none"> <li>• Write initial jottings, notes and ideas before writing.</li> <li>• Rehearse sentences, and adapt and re-read during writing to identify where improvements might be made and to spot errors.</li> </ul>	

**YEAR 3**

**As for Year 2 and:**

<p><b>Phonics and spelling</b></p>	<ul style="list-style-type: none"> <li>Attempt to spell unfamiliar words using known conventions and rules and a range of strategies including phonemic, morphemic and etymological.</li> <li>Spell words containing common prefixes and suffixes, e.g. <i>un-</i>, <i>dis-</i>, <i>-ly</i>, <i>-ful</i>.</li> <li>Spell inflected forms of words containing short vowel, doubling the final consonant where necessary, e.g. <i>win – winning</i>, <i>beg – begged</i>.</li> </ul>	<p><b>WORD</b></p>
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>Write legibly with a joined hand, maintaining consistency in size and spacing.</li> </ul>	
<p><b>Style: language effects</b></p>	<ul style="list-style-type: none"> <li>Use interesting vocabulary; vary use of adjectives and verbs for impact.</li> <li>Select nouns to be specific, e.g. <i>poodle</i> rather than <i>dog</i>.</li> <li>Use terminology appropriate to text type.</li> </ul>	<p><b>SENTENCE</b></p>
<p><b>Style: sentence construction</b></p>	<ul style="list-style-type: none"> <li>Write simple and compound sentences.</li> <li>Begin to use some subordinators, e.g. <i>if</i>, <i>so</i>, <i>while</i>, <i>though</i>, <i>since</i>.</li> <li>Vary openings of sentence to avoid repetition.</li> </ul>	
<p><b>Punctuation</b></p>	<ul style="list-style-type: none"> <li>Demarcate sentence in the course of writing, using full stops, capital letters, question and exclamation marks, usually accurately.</li> <li>Begin to use speech marks and capital letters for a range of purposes.</li> <li>Secure the use of commas in a list.</li> </ul>	
<p><b>Purpose and organisation</b></p>	<ul style="list-style-type: none"> <li>Use 1st or 3rd person and tense consistently.</li> <li>Use a range of connectives that signal time.</li> <li>Vary story openings to create effects, such as building tension and suspense, creating moods, establishing character and scene setting.</li> <li>Begin to address reader, for instance by using questions in non-fiction.</li> <li>Write narrative with a build-up and with complication that leads towards a defined ending, using a paragraph for each.</li> <li>In non-fiction, begin using basic structure, e.g. introductory and concluding statements in non-chronological reports.</li> <li>Sequence sentence to extend ideas logically.</li> <li>Use language and structures from different text types for own writing.</li> </ul>	<p><b>TEXT</b></p>
<p><b>Process</b></p>	<ul style="list-style-type: none"> <li>Generate and collect suitable words and phrases before writing.</li> <li>Use different planning formats, e.g. charting, mapping, flow charts, simple storyboards.</li> <li>Make and use notes.</li> <li>Identify and consider audience and how this affects writing.</li> <li>Mentally rehearse writing, and cumulatively re-read, making adaptations and corrections.</li> <li>Be able to improve own writing and correct errors.</li> <li>Use IT to polish and present.</li> </ul>	

**YEAR 4**

**As for Year 3 and:**

<p><b>Spelling</b></p>	<ul style="list-style-type: none"> <li>• Attempt to spell unfamiliar words using known conventions and rules, and a range of strategies including phonemic, morphemic and etymological.</li> <li>• Spell the words for Y4 in Appendix List 2 in the NLS <i>Framework</i>.</li> <li>• Distinguish the spelling of common homophones, e.g. <i>hear</i> and <i>here</i>.</li> <li>• Use the dictionary to check spelling of words.</li> <li>• Use the apostrophe for omission.</li> </ul>	<p><b>WORD</b></p>
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>• Use fluent joined handwriting for all writing except where other special forms are required.</li> </ul>	
<p><b>Style: language effects</b></p>	<ul style="list-style-type: none"> <li>• Use adjectives and adverbs selectively to create variety and add interest.</li> <li>• Use powerful verbs to show character or add impact.</li> <li>• Use language precisely and selectively in relation to text types, for instance to persuade or convey information.</li> </ul>	
<p><b>Style: sentence construction</b></p>	<ul style="list-style-type: none"> <li>• Write simple and compound sentences and begin to use relative clauses.</li> <li>• Vary sentences showing characteristics of chosen form, adding phrases to enhance meaning.</li> </ul>	<p><b>SENTENCE</b></p>
<p><b>Punctuation</b></p>	<ul style="list-style-type: none"> <li>• Demarcate at least half of a written composition correctly, using the Y3 range of punctuation marks.</li> <li>• Begin to use the apostrophe for possession.</li> <li>• Use commas to separate phrases and clauses within sentences.</li> <li>• Use punctuation effectively in a range of text types.</li> </ul>	
<p><b>Purpose and organisation</b></p>	<ul style="list-style-type: none"> <li>• Maintain consistent person and tense.</li> <li>• Use main features of story structure to organise events, varying opening, build-ups, conflicts and endings.</li> <li>• Use setting and characterisation to engage reader's interest, such as using the weather to create atmosphere.</li> <li>• In non-fiction, use basic features of text types, such as introductory statements, followed by clear points leading to a conclusion.</li> <li>• Use paragraphs to structure narrative, for instance isolating an initiating event or introduction. Use appropriate layout conventions for non-fiction.</li> <li>• Show imagination through use of detail (e.g. to describe setting, build tension or show character's feelings or motives), creating interest, humour or suspense.</li> <li>• In non-fiction, attempt to interest, instruct, persuade or amuse the reader.</li> </ul>	<p><b>TEXT</b></p>
<p><b>Process</b></p>	<ul style="list-style-type: none"> <li>• Use different ways to plan writing, e.g. notes, diagrams, etc.</li> <li>• Mentally rehearse writing and re-read as a matter of habit.</li> <li>• Edit in relation to audience and purpose, enhancing or deleting, justifying choices.</li> </ul>	

**YEAR 5**

**As for Year 4 and:**

<p><b>Spelling</b></p>	<ul style="list-style-type: none"> <li>• Spell the words for Y5 in Appendix List 2 in the NLS <i>Framework</i>.</li> <li>• Spell words containing more complex prefixes and suffixes, e.g. <i>circum-</i>, <i>ir-</i>, <i>im-</i>, <i>-tion</i>, <i>-cian</i>.</li> <li>• Have strategies for spelling unstressed vowels in polysyllabic words, e.g. <i>etymological</i>, <i>mnemonic</i>.</li> <li>• Spell inflected forms of words containing short vowels and split digraphs, e.g. <i>hop</i> and <i>hope</i>, doubling the final consonant where necessary, e.g. <i>hopping</i>, or replacing the final 'e', e.g. <i>hoping</i>.</li> <li>• Use the apostrophe accurately for words ending in 's', e.g. <i>Dad's shoes</i>; <i>Their dads' tickets were invalid</i> (possession); <i>'Dad's in the bath'</i> (contraction); <i>Their dads were all going to the match</i> (plural).</li> </ul>	<p><b>WORD</b></p>
<p><b>Style: language effects</b></p>	<ul style="list-style-type: none"> <li>• Use well-chosen phrases and vocabulary to engage the reader.</li> <li>• Use appropriate grammatical features for different text types.</li> </ul>	
<p><b>Style: sentence construction</b></p>	<ul style="list-style-type: none"> <li>• Write complex sentences, selecting and using a wide range of subordinators.</li> <li>• Adapt or rearrange sentences in relation to text types, using subordinate clauses to add information, to give reasons and to explain.</li> <li>• Select appropriate word order in sentences to create interest and to increase precision, clarity and economy.</li> <li>• Write using direct and reported speech.</li> </ul>	<p><b>SENTENCE</b></p>
<p><b>Punctuation</b></p>	<ul style="list-style-type: none"> <li>• Demarcate at least three out of four sentence correctly using the Y4 range of punctuation marks.</li> <li>• Use punctuation to create effects, e.g. slowing the pace of a sentence.</li> <li>• Make more use of commas to separate items in a list, clauses and phrases.</li> <li>• Use speech marks, with new lines for speaker and correct punctuation.</li> <li>• Secure apostrophe for omission and possession.</li> </ul>	
<p><b>Purpose and organisation</b></p>	<ul style="list-style-type: none"> <li>• Use a repertoire of causal and logical connectives as well as those that signal time, e.g. <i>however</i>, <i>therefore</i>, <i>next</i>, <i>meanwhile</i>.</li> <li>• Secure grammatical agreement and coherence to avoid ambiguities and contradiction.</li> <li>• Draw writing, both narrative and non-fiction forms, towards a defined conclusion.</li> <li>• Suggest insights into character development through describing how characters look, react, talk or behave, rather than by telling the reader.</li> <li>• Use setting to create and reflect changes in mood.</li> <li>• In non-fiction, apply features of non-fiction types for use in other curriculum subjects, e.g. instructional texts for technology.</li> <li>• Use paragraphs to structure plot, by shifting paragraphs for change of time, scene, action, mood or person.</li> <li>• In non-fiction, elaborate the basic structures of text types in order to make writing more effective in relation to audience and purpose.</li> <li>• Interest the reader through, for instance, including the narrator's viewpoint, the use of humour, gaining suspense through delay, or by the use of specific detail.</li> <li>• Adapt writing to be concise and clear, and use an impersonal style.</li> </ul>	<p><b>TEXT</b></p>
<p><b>Process</b></p>	<ul style="list-style-type: none"> <li>• Log ideas for writing in a journal.</li> <li>• Map text structures and lines of development.</li> <li>• Review and edit writing to produce final form, matched to the needs of an identified reader.</li> <li>• Refine own writing and evaluate work.</li> </ul>	



**YEAR 6**

**As for Year 5 and:**

<p><b>Spelling</b></p>	<p>Use independent spelling strategies, including:</p> <ul style="list-style-type: none"> <li>• building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;</li> <li>• applying knowledge of spelling rules and exceptions;</li> <li>• building words from other known words, and from awareness of the meaning or derivation of words;</li> <li>• using dictionaries and IT spell-checks;</li> <li>• using visual skills, e.g. recognising common letter strings and checking critical features.</li> </ul>	<p><b>WORD</b></p>
<p><b>Style: language effects</b></p>	<ul style="list-style-type: none"> <li>• Use well-chosen phrases such as adverbials, adventurous and precise vocabulary and other techniques such as sentence variation or figurative language, to contribute to the effectiveness of writing.</li> </ul>	
<p><b>Style: sentence construction</b></p>	<ul style="list-style-type: none"> <li>• Secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects.</li> <li>• Write sentences in an appropriate and effective style, in relation to text type, audience and purpose.</li> <li>• Use conditional sentences and the passive voice.</li> </ul>	
<p><b>Punctuation</b></p>	<ul style="list-style-type: none"> <li>• Demarcate most sentences correctly with Y5 range of punctuation marks. Secure the use of the comma to demarcate grammatical boundaries and to separate elements of a sentence, such as short phrases, clauses or items in a list.</li> <li>• Begin to make use of other punctuation marks such as the semicolon.</li> </ul>	
<p><b>Purpose and organisation</b></p>	<ul style="list-style-type: none"> <li>• Use pronouns and tenses accurately to establish textual cohesion and to avoid ambiguity.</li> <li>• Use a range of connecting words and phrases appropriately in different text types.</li> <li>• Write with appropriate pace.</li> <li>• In narrative, create characters with some significant interaction between them, through direct or reported speech, building characterisation through action, description and characters' responses.</li> <li>• In non-fiction structures, write appropriately, including relevant introduction and clear presentation of information or points which lead to a well-drawn conclusion, often relating the subject to the reader.</li> <li>• Use paragraphs to distinguish the structure of different texts.</li> <li>• Relate events logically so that writing is coherent and provides good coverage of the main topic.</li> <li>• Use the range of different types of connectives to write coherently.</li> <li>• Keep writing lively, to interest, inform or persuade the reader through, for example, the ways in which characters or events are developed and commented upon or by providing persuasive reasons with examples.</li> </ul>	<p><b>TEXT</b></p>
<p><b>Process</b></p>	<ul style="list-style-type: none"> <li>• Plan quickly and effectively, including the conclusion.</li> <li>• Polish own poetry for performance.</li> <li>• Use IT to plan, revise and edit writing for publication.</li> <li>• Discuss and select appropriate style and form to suit specific purpose and audience, drawing on knowledge of different texts.</li> </ul>	



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