

	TARGETS	SEEN	SECURE
	Spelling		
1	I can use my phonic knowledge to spell words containing each of the 40+ phonemes.		
2	I can spell common exception words from phase 2, 3, 4 and 5.		
3	I can spell the days of the week.		
4	I can name the letters of the alphabet in order and use the letter names to distinguish between alternative spellings of the same phoneme.		
5	I can write a simple sentence dictated by my teacher.		
	Handwriting		
6	I can sit correctly at a table, holding a pencil comfortably and correctly.		
7	I understand which letters belong to which handwriting 'families' and begin to form these letters in the correct direction, starting and finishing in the right place.		
8	I can form capital letters.		
9	I can form digits 0-9.		
GD1	I know which letters sit below the line (descenders) and which are tall letters (ascenders).		
	Composition (Plan, Draft, Evaluate and Edit)		
	Plan		
10	I can say out loud what I am going to write.		
11	I can compose a sentence orally before writing it.		
	Draft		
12	I can sequence sentences in chronological order to recount an event or experience		
GD2	I can use new words for the first time in stories or explanations and I enjoy experimenting with new words.		
	Evaluate and Edit		
13	I can re-read what I have written to check that it makes sense.		
14	I can read aloud my writing clearly enough to be heard by others.		
	Vocabulary, Grammar and Punctuation		

	Word		
15	I can use the spelling rule for adding –s or –es as the plural marker for nouns e.g. cats, boxes, fishes, balls.		
16	I can use the spelling rule for adding –s or –es as the third person singular marker for verbs e.g. runs, pushes, catches, taps.		
17	I can use the prefix ‘un’ to change the meaning of words.		
18	I can use the suffixes ‘er’, ‘est’, ‘ed’ and ‘ing’ correctly in my writing.		
	Y1 Writing Targets	Page 2	
	Sentence structure		
19	I can combine words to make a sentence.		
20	I can join two sentences using ‘and’.		
GD3	I can use words other than ‘and’ and ‘then’ to join ideas together and I can make my sentences longer.		
	Text structure		
21	I can sequence sentences to form a narrative.		
	Punctuation		
22	I can leave spaces between words.		
23	I can use ‘I’ when talking about myself.		
24	I can use a capital letter to start a sentence.		
GD4	I am consistent in my use of lower case and capital letters.		
25	I can use a full stop to end a sentence.		
26	I am beginning to punctuate a sentence using a question mark and an exclamation mark.		
27	I can use capital letters for names of people, places and days of the week.		
	Key Terminology		
	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark		