

## Writing Level Targets

This booklet outlines the writing targets for each sub-level in writing from Level 1 to Level 5. It does not include spelling and handwriting.

Expected National Curriculum levels for the end of each year group are:

Year 1	1b/1a
Year 2	2b
Year 3	2a/3c
Year 4	3b
Year 5	3a/4c
Year 6	4b

### **Level 1c**

Write single words and phrases

Say what a sentence is

Read my writing to my teacher

### **Level 1b**

Choose interesting words to put in my writing

Say and write a simple sentence

Write some longer sentences

PUNCTUATION: A . (capital letters and full stops in simple sentences)

(with support)

### **Level 1a**

Write sentences on my own for others to read

Find and use interesting words

Plan the order of my writing

Write sentences in the order I have planned them

PUNCTUATION: A .

(With some support)

### **Level 2c**

Make my writing interesting for the reader

Use the best words I can, eg describing words, like 'long grass'

Use 'and' to join my sentences

Write my ideas in an order or sequence

PUNCTUATION: A .

(In some writing)

### **Level 2b**

Keep the reader's interest by choosing unusual words and adding lots of detail

Join my sentences using 'and' 'but' and 'then'

Give my writing a clear sequence

PUNCTUATION: A . A (names)

(In some writing)

### **Level 2a**

Decide on the best words to use for the type of writing, such as for a story or a letter

Use interesting 'doing words' (verbs) eg licking or hiding

Keep to the same tense (past or present) 'I ran' or 'I am running'

Write in clear sections

Start sentences in different ways

Put my ideas in a sequence using 'time' words eg first or after that

Use 'he' 'she' 'they' and 'we' (pronouns) so I don't keep repeating names

PUNCTUATION: A . A(names) ? ! , in lists (sometimes accurately)

### **Level 3c**

Make sure the writing makes sense

Write longer sentences containing more than one idea

Use carefully chosen vocabulary, changing nouns (things), verbs (doing words) and adjectives (describing words)

Make the writing have an effect on the reader

Use different time connectives, eg the next day, a bit later

Begin to use more connectives to extend my sentences/clauses

PUNCTUATION: A . A (names and emphasis) ? ! , in lists (in most writing)

### **Level 3b**

Add detail by selecting adjectives and adverbs carefully

(Adverbs tell us 'how', 'when' or 'where' eg quietly, a moment later, in the corner of the playground)

Use descriptive language to describe a setting

Create paragraphs to link and group information

Write complex sentences using subordinate clauses eg 'Although it was late, the girl wasn't tired.'

Use a range of connectives such as: if, while, so, because and since

PUNCTUATION: A . A (names and emphasis) ? ! , in lists " "

### **Level 3a writer**

Write more detailed descriptions of settings and characters

Use adverbs and connectives to show links between sentences and within paragraphs

Edit and improve my word choices, thinking about the reader and the purpose of the writing, eg to persuade, inform or amuse etc

Use simple and complex sentences

Write in clear paragraphs with an appropriate opening and closing

Include a viewpoint when appropriate, eg yours or a character's

PUNCTUATION: A . A (names and emphasis) ? ! " " , in lists and to separate phrases

### **Level 4c**

Select adventurous vocabulary to inform, entertain or persuade the reader

Use a range of connectives to order and structure my writing

Add detail to complex sentences using subordinate clauses (extra information)

Make changes to my writing, considering the reader and purpose

PUNCTUATION: A . A (names and emphasis) ? ! " " , in lists and to separate phrases (across a range of writing)

## **Level 4b**

Show a consistent viewpoint in the writing

Use connecting words and phrases within and between paragraphs

Continue to use subordinate (extra) clauses to add detail and think about the impact on the reader

PUNCTUATION: A . A (names and emphasis) ? ! “ ” , in lists and to separate phrases ' ( ) (across a range of writing)

## **Level 4a**

Start sentences in different ways- not always with a subject or verb

Use paragraphs for a purpose

Expand my sentences using adverbial or noun phrases, eg very quickly ... or a glimpse of silver light

Make links between my opening and closing sentences

Use precise vocabulary and sentence variation for effect

Use a variety of simple and complex sentences.

Begin to use alliteration, similes and repetition for effect

Maintain the correct style, eg formal/ informal

PUNCTUATION: A . A (names and emphasis) ? ! “ ” , in lists and to separate phrases ' ( )

Begin to use : ; -

## **Level 5c**

Manipulate sentences and word order for effect

Use a wide range of connectives effectively, eg although, meanwhile, however, to start or link sentences

Show links between the opening sentence of a paragraph and the closing sentence of the previous paragraph

Use imagery and word play to engage the reader- similes, personification, metaphors and alliteration

Ensure writing has a clear direction and cohesion

Appear to be knowledgeable and authoritative in my non-fiction writing

Use appropriate language features, eg formal/informal

Use rhetorical questions to make the reader think

PUNCTUATION: A . A (names and emphasis) ? ! “ ” , in lists and to separate clauses ' (possession and omission) ( ) : ; - ellipses (accurately across a range of writing)