

# SRS Achievement Statements





مدرسة البحث العلمي  
THE SCHOOL OF RESEARCH SCIENCE


Writing

### Curriculum Codes

You will notice that each target has a code next to it, like this example below:

F10	t	I can hear the syllables in words
-----	---	-----------------------------------



 This is the curriculum code – which is explained in the table below. It indicates the National Curriculum sub-area that the target relates to


 This is the Target reference, which is a reference point for the Tracking System. Any target marked with an asterisk(\*) indicates a Key Target that must be secured as a priority

Code	What it means
	<b>Handwriting</b>
h	This is the way your letters are formed and joined together to write words. It is important that you make progress with your handwriting skills because your writing must be legible to other people so that your writing can be understood. You need to be able to write quickly as well as legibly, so that you can make good use of the time available to write.
vgp	<b>Vocabulary, Grammar and Punctuation</b> Your vocabulary choices mean that your writing is exciting to read, and the words match the purpose of your writing. When you make good and adventurous vocabulary choices people enjoy reading your work more, and will respond better to it.  Grammar is the way that you construct your sentences. This is important because using grammar in different ways can change the meaning of a sentence, e.g. let's eat, Dad; let's eat Dad. As you learn more complicated grammar structures your writing becomes more and more interesting to read. This is because you choose grammar structures appropriate to the type of writing that you are doing.
t	<b>Transcription</b> This is the process of copying a piece of writing from one place to another. It is important to do this accurately or you may change the message if it is copied incorrectly.
c	<b>Composition</b> This is the process of creating a sentence, and then a piece of writing. The composition includes making sure the ideas are in a good order, that they all make sense, and that a piece of writing flows from beginning to end. As your composition improves you are more likely to capture a reader with your writing and get your message across more clearly.

Links have been made between ELGs and Y1 statements to aid transition from EYFS to KS1 and to inform planning for pupils who are not yet secure in aspects of the ELG. If a child is not yet ready to access the Y1 curriculum, he or she should continue to be taught and assessed against the EYFS curriculum until the end of Y1, at which time their progress will be measured using the P scales.

“In EYFS, Literacy development involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials – for example books, poems, and other materials to ignite their interest.”

ELG 04 Moving and Handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

ELG 10 Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

### \*Power Statements

#### P Scales

Foundational Targets		I am accurate	I am quick	I can apply it
H	I can trace, overwrite or copy shapes and patterns.			
T	I can copy write my own name			
H	I can group letters and leave spaces between them as though I am writing a sentence			
H	I can write my name and one or two other words correctly			
H	I can write upper case and lower case letters at the right times			

Conceptual Targets		I am accurate	I am quick	I can apply it
C	I can sequence events using pictures			
H	I can make marks or symbols			
H	I can make marks or symbols and explain what they mean			
C	I can write from left to right across the page			

## Year 1 Achievement Statements

Foundational Targets		I am accurate	I am quick	I can apply it
H	I can sit at a table and hold my pencil correctly (Links to ELG 4)			
H	I can write lower case letters the way my teacher has shown me (Links to ELG 4)			
H	I know which letters are formed in the same way (e.g. a,c,d,g,o,q)			
H	I write from left to right (Links to ELG 10)			
H	I can write capital letters (links to ELG 4)			
H	I can write the digits 0-9			
T	I can write the letters of the alphabet in response to hearing the sounds (Links to ELG 10)			
T	I can write the sounds '-ff', '-ll', '-ss', '-zz', '-ck'			
T	I can write the sounds '-nk', '-ch', '-ve'			
T	I can hear the syllables in words			
H	I can form 15 or more lower case letters the way my teacher has shown me (Links to ELG 10)			
H	I can write so that most people can read and understand my writing (Links to ELG 10)			
Vgp	I can write most of my work in simple sentences (Links to ELG 10)			
Vgp	I can use a capital letter to start my sentences when someone reminds me			
Vgp	I can use a capital letter for names and for 'I' when someone reminds me			
Vgp	I can use a full stop to end my sentences when someone reminds me			
Vgp	I can use a question mark at the end of a sentence when someone reminds me			
Vgp	I can use an exclamation mark at the end of a sentence when someone reminds me			
H	I can write with letters that are the same size and formed correctly			
T	I can spell the common exception words for Y1 (the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our)			
T	I can write simple sentences dictated by the teacher			

Conceptual Targets		I am accurate	I am quick	I can apply it
<b>C</b>	I can say out loud what I am going to write about (Links to ELG 10)			
<b>C</b>	I can say a sentence before I write it (Links to ELG 10)			
<b>C</b>	I can write two or three sentences about the same topic			
<b>C</b>	I can read what I have written to check it makes sense			
<b>C</b>	I can talk about what I have written (Links to ELG 10)			
<b>C</b>	I can read my writing aloud so that I can be heard by my teacher and my friends			
<b>T</b>	I can add '-s' or '-es' to a word to make it plural			
<b>C</b>	I can write two or more phrases about an idea or event.			
<b>Vgp</b>	I can use 'and' in a sentence or phrase.			
<b>Vgp</b>	I can add different endings to verbs that don't need to change (e.g. helping, helper, helped)			
<b>Vgp</b>	I can add un- to the beginnings of words to change their meanings (e.g. unkind, undo, untie)			

## Year 2 Achievement Statements

Foundational Targets		I am accurate	I am quick	I can apply it
<b>T</b>	I can spell many words correctly by segmenting them			
<b>T</b>	I can spell some phonemes with different graphemes (e.g. '-ai', 'a-e')			
<b>Vgp</b>	I use capital letters to start my sentences			
<b>Vgp</b>	I use capital letters for names and for 'I'			
<b>Vgp</b>	I write sentences that have a subject and a verb (e.g. The boy ran)			
<b>H</b>	I always leave spaces between words when I write			
<b>T</b>	I can write the letters of the alphabet in the correct order			
<b>C</b>	I can group my ideas together in logical sequence			
<b>C</b>	I can use time connective phrases e.g. after that, the next day, a little later			
<b>T</b>	I can make words ending in '-y' into plurals (e.g. 'baby' 'babies', 'fly' 'flies')			
<b>Vgp</b>	I can add a question mark at the end of a question			
<b>Vgp</b>	I can add an exclamation mark at the end of a sentence			
<b>Vgp</b>	I can usually use capital letters in the right places			
<b>H</b>	I form all my letters properly and make them the right size			
<b>H</b>	I can place letters properly on a line including ascending and descending letters			
<b>Vgp</b>	I can make the correct choice between two homophones in my writing (e.g. 'their' and 'there', 'hear' and 'here')			
<b>T</b>	I can spell words with contracted forms (e.g. can't, don't, won't, wouldn't, I'll)			
<b>C</b>	I can group my ideas together in sections <sup>1</sup>			
<b>Vgp</b>	I can write in the third person and not get mixed up: she, he, it and they			
<b>Vgp</b>	I can write in the past tense (e.g. He fell down the hole)			
<b>Vgp</b>	I can write in the present tense (e.g. They are jumping on the trampoline)			
<b>Vgp</b>	I can use capital letters and full stops correctly nearly all the time			
<b>Vgp</b>	I am able to use question marks and exclamation marks correctly most of the time.			
<b>Vgp</b>	I can use commas in a list			
<b>H</b>	I can join some letters when I write and I know which letters I don't need to join			

Vgp	I can add suffixes to spell longer words (e.g. '-ment', '-ness', '-ful', '-less', '-ly')			
T	I can spell the common exception words for Y2 (door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas)			
Vgp	I can use an apostrophe to show possession (e.g. the girl's book)			
T	I can write simple sentences dictated by my teacher using the words and punctuation I have learnt			

- 1 A "section" is an early form of grouping and organising ideas in writing. It is not yet a paragraph, as not all sentences within the section will be closely linked to a central theme.

Conceptual Targets		I am accurate	I am quick	I can apply it
C	I can write an account that has more than one idea in it			
C	I can write an account that has a good beginning			
Vgp	I can use words to help me describe an object or person			
Vgp	I can think of different words that might fit in a piece of writing and choose some that will be more interesting			
Vgp	I can choose good describing words on my own to put into my sentences			
C	I can plan what I am going to write about by writing down ideas and important words			
C	I can write for different purposes (e.g. story, report, instructions)			
C	I can read back what I have written and comment on whether it makes good sense			
Vgp	I can use different ways to start a sentence (e.g. Suddenly..., After a while..., Just then...)			
Vgp	I can make my sentences longer by using connectives (e.g and, but, or)			
C	I can write about cause and effect (e.g. using when, if, that, because)			
C	I can use descriptive phrases			
C	I can write descriptions that make clear pictures for readers			

Vgp	I can use imperative or 'bossy' verbs appropriately			
C	I can review my writing and judge if my readers would find it interesting or exciting			
C	I can write a good ending to my account			
Vgp	I can make a good choices of adjectives so that they match the nouns e.g. they played a complicated game			
T	I can read back what I have written and check that my spelling is correct			
Vgp	I can read back what I have written and check that my grammar and punctuation are correct			



### Year 3 Achievement Statements

Foundational Targets		I am accurate	I am quick	I can apply it
T	I can use sub-headings in my writing.			
C	I can write stories with a beginning, middle and end.			
Vgp	I can recognise paragraphs in a text and know they are used to group ideas around a theme			
Vgp	I can sometimes group my ideas into paragraphs around a theme			
Vgp	I can use prepositions to link my work or to start new sentences (e.g. before, after, during, in, because of)			
Vgp	I can use conjunctions in my writing (e.g. when, before, after, while, so, because)			
Vgp	I can use adverbs to link sentences (e.g. then, next, soon, therefore)			
Vgp	I can sometimes use inverted commas			
H	I can use diagonal and horizontal strokes correctly to join letters			
T	I can use a dictionary to help me with my spellings			
T	I can use different strategies to help me spell words			
T	I can spell at least half of the words on the Y3/4 list			
Vgp	I can use 'a' or 'an' correctly in my writing			
T	I recognise and am able to use prefixes			

Conceptual Targets		I am accurate	I am quick	I can apply it
C	I can talk about writing similar to what I am planning to show I understand how it is written			
C	I can build up a picture of my characters			
C	I can give a lot of detail to my characters and events			
C	I can sometimes switch between formal and informal language in my writing			
Vgp	I can use nouns and pronouns within and across sentences to avoid repetition			
T	I can understand how words from the same families look similar and have related meanings (e.g. solve, solution, dissolve, insoluble)			

### Year 4 Achievement Statements

Foundational Targets		I am accurate	I am quick	I can apply it
<b>c/</b> <b>Vgp</b>	I can re-read my writing or that of my friends and identify one or two changes that need to be made			
<b>T</b>	I can take notes and use the information when writing			
<b>C</b>	I can sequence my writing correctly and group my ideas into logical order			
<b>Vgp</b>	I can write in paragraphs to organise ideas around a theme			
<b>Vgp</b>	I can use '-s' correctly to show plural and possession			
<b>Vgp</b>	I can use possession apostrophes accurately in words with regular and irregular plurals (e.g. girls', boys', childrens')			
<b>Vgp</b>	I can use inverted commas and other punctuation for direct speech			
<b>Vgp</b>	I can organise direct speech where more than one person is speaking by using a new line when a new person starts speaking			
<b>Vgp</b>	I can check my work and can identify mistakes in my punctuation			
<b>Vgp</b>	I can use an apostrophe where a letter has been omitted			
<b>H</b>	My handwriting is consistent, neat, legible and joined			
<b>T</b>	I can use some rules and conventions in spelling (See Y3/4 list)			
<b>Vgp</b>	I can write a wider range of homophones correctly (e.g. their/there/they're)			
<b>T</b>	I can spell all the words on the Y3/4 word list			
<b>T</b>	I can write simple sentences, dictated by my teacher, that include words and punctuation I have been taught			

Conceptual Targets		I am accurate	I am quick	I can apply it
Vgp	I can use a wide range of adjectives and adverbs in my writing			
C	I can write descriptions that give the reader a clear picture of how my story progresses			
Vgp	I can use interesting and varied vocabulary in my writing			
Vgp	I am able to use powerful verbs and am beginning to use adverbs			
Vgp	I can use fronted adverbials followed by a comma (e.g. Later that day,)			
C	I can write about how my characters feel			
C	I try to use a range of interesting ways to begin my sentences			
Vgp	I can write in the correct tense throughout a piece of writing: past, present & future			
Vgp	I can recognise and know when to use formal and informal language.			
C	I can read my own writing aloud so that the meaning is clear			

### Year 5 Achievement Statements

Foundational Targets		I am accurate	I am quick	I can apply it
T	I can spell half of the words on the Y5/6 word list			
T/ Vgp	I can check my work for errors in spelling and punctuation			
Vgp	I can use commas to clarify meaning in my writing			
Vgp	I can use brackets, dashes or commas to show where additional information has been added to a text			
T	I can convert nouns or adjectives into verbs using suffixes (e.g. '-ate', '-ise', '-ify')			
T	I can add prefixes to verbs to change their meaning (e.g. 'dis-', 'de-', 'mis-', 'over-', 're-')			
C	I can use relative clauses (e.g. beginning with who, which, where, when) in my writing			
T	I can spell some words with silent letters (e.g. knight, psalm, solemn)			
T	I can usually spell homophones correctly			
T	I can summarise longer passages of writing			

Conceptual Targets		I am accurate	I am quick	I can apply it
C	I am able to set out a report like a newspaper article. (headings, sub-headings, columns)			
C	I can describe a setting for a story well			
C	I develop action and dialogue between my characters			
C	I can independently recognise and know when to use formal and informal language.			
C	I can lay out two sides of an argument			
C	I can use selected words to build cohesion within paragraphs (e.g. then, after, this)			
C	I can link ideas across paragraphs			
C	I can develop my initial ideas, drawing on reading and research where necessary			
C	I can review and edit my work to improve its impact			

## Year 6 Achievement Statements

Foundational Targets		I am accurate	I am quick	I can apply it
Vgp	I can use a colon, semi-colon or dash to separate independent clauses (e.g. It's raining; I'm fed up)			
Vgp	I can use a colon to introduce a list and semi-colons within the list			
Vgp	I can use bullet points to list information			
T	I can explain and use synonyms and antonyms			
Vgp	I can use hyphens to make my meaning clear (e.g. man eating shark or man-eating shark)			
T	I can spell the words on the Y5/6 word list			
T	I can use a dictionary to check the spelling and meaning of words			
Vgp	I can use a thesaurus to find alternative words			
T	My spelling is mostly accurate, including more complex words			
H	I can write legibly, fluently and with increasing speed			
H	I can choose the writing implement that is best suited to a task			

Conceptual Targets		I am accurate	I am quick	I can apply it
Vgp	I can write in the passive form (e.g. The window was broken)			
C	I can write dialogue that shows the relationship between characters			
C	I can write characters that are consistent and distinctive from one another			
C	I can choose the appropriate style for different types of writing: instructions, arguments & letters			
C	I can write in a formal style			
C	I can present points of view clearly and persuasively			
C	I can distinguish between the language of informal speech and the language of formal speech and writing and can use each of these appropriately			
Vgp	I use powerful verbs effectively to add tension and to deepen readers' understanding.			
C	I can define my characters by giving them a distinctive vocabulary			
C	I make my characters interesting by giving them feelings			
C	I can perform my own writing, using intonation, volume and movement to make the meaning clear			

### Beyond Year 6 Achievement Statements

Foundational Targets		I am accurate	I am quick	I can apply it
Vgp	I can organise my writing into a coherent series of paragraphs			
Vgp	I can use three different types of construction to start my sentences			
Vgp	I can use a full range of punctuation			
C	I can write non-fiction paragraphs in three parts that introduce, develop and conclude			
C	I can link my closing statements with my opening in non-fiction writing			
C	I can write final paragraphs that give a summary and/or appeal to the reader			
Vgp	I can use a full range of punctuation to convey and clarify meaning			

Conceptual Targets		I am accurate	I am quick	I can apply it
C	I can use my imagination to develop detail in my writing			
C	I can use imagery to describe feelings (She blinked hard as she heard the news)			
C	I can create a mood or an atmosphere through my descriptions of settings			
C	I can write formal and informal dialogue for my characters that adds to the plot			
C	I can write introductions to non-fiction texts that establish the purpose and context			
C	I can adapt my writing to suit a particular reader (e.g. an adult following instructions or a children's story)			
C	I can sometimes use alliteration, personification and idiom in my writing			
C	I can structure my writing appropriately in a range of genres			
C	I can switch between Standard English, colloquialism or dialect to suit the purpose of my writing			
C	I can use a wide range of connectives to clarify the relationship between ideas (e.g. furthermore, nevertheless, on the one hand/ on the other hand)			
Vgp	I can choose fitting and precise and attention getting words/vocabulary to create an effect			
C	I can weave dialogue, action and description through my stories			
C	I can choose a structure and the information I need to convey meaning in non-fiction writing			
Vgp	I can explain the links between my paragraphs			
Vgp	I ensure that the beginnings and ends of my paragraphs have logical links			
Vgp	I can use embedded subordinate clauses			
T	I can spell easy, unfamiliar and complex words.			