



Writing Objectives: Year 1

Transcription

Spell

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

Name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

Add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

Apply simple spelling rules and guidance, as listed in English Appendix 1

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly

Begin to form lower-case letters in the correct direction, starting and finishing in the right place

Form capital letters

Form digits 0-9

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

Composition

Write sentences by: saying out loud what they are going to write about

Write sentences by: composing a sentence orally before writing it

Write sentences by: sequencing sentences to form short narratives

Write sentences by: re-reading what they have written to check that it makes sense

Discuss what they have written with the teacher or other pupils

Read aloud their writing clearly enough to be heard by their peers and the teacher

Vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words

Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using and

Develop their understanding of the concepts set out in English Appendix 2 by: beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Develop their understanding of the concepts set out in English Appendix 2 by: using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for year 1 in English Appendix 2

Use the grammatical terminology in English Appendix 2 in discussing their writing



Writing Objectives: Year 2

Transcription

Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

Spell by: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones

Spell by: learning to spell common exception words

Spell by: learning to spell more words with contracted forms

Spell by: learning the possessive apostrophe (singular) [for example, the girl's book]

Spell by: distinguishing between homophones and near-homophones

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Apply spelling rules and guidance, as listed in English Appendix 1

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Handwriting

Form lower-case letters of the correct size relative to one another

Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Use spacing between words that reflects the size of the letters

Composition

Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)

Develop positive attitudes towards and stamina for writing by: writing about real events

Develop positive attitudes towards and stamina for writing by: writing poetry

Develop positive attitudes towards and stamina for writing by: writing for different purposes

Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about

Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary

Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils

Make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Read aloud what they have written with appropriate intonation to make the meaning clear

Vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use: sentences with different forms: statement, question, exclamation, command

Learn how to use: expanded noun phrases to describe and specify [for example, the blue butterfly]

Learn how to use: the present and past tenses correctly and consistently including the progressive form



Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Learn how to use: the grammar for year 2 in English Appendix 2

Learn how to use: some features of written Standard English

Use and understand the grammatical terminology in English Appendix 2 in discussing their writing



Writing Objectives: Year 3

Transcription

Use further prefixes and suffixes and understand how to add them (English Appendix 1)
Spell further homophones
Spell words that are often misspelt (English Appendix 1)
Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
Use the first two or three letters of a word to check its spelling in a dictionary
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Composition

Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Plan their writing by: discussing and recording ideas
Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
Draft and write by: organising paragraphs around a theme
Draft and write by: in narratives, creating settings, characters and plot
Draft and write by: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements
Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Proof-read for spelling and punctuation errors
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense
Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause
Develop their understanding of the concepts set out in English Appendix 2 by: using fronted adverbials
Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for years 3 and 4 in English Appendix 2
Indicate grammatical and other features by: using commas after fronted adverbials



Indicate grammatical and other features by: indicating possession by using the possessive apostrophe with plural nouns

Indicate grammatical and other features by: using and punctuating direct speech

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading



Writing Objectives: Year 4

Transcription

Use further prefixes and suffixes and understand how to add them (English Appendix 1)

Spell further homophones

Spell words that are often misspelt (English Appendix 1)

Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Use the first two or three letters of a word to check its spelling in a dictionary

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Composition

Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Plan their writing by: discussing and recording ideas

Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)

Draft and write by: organising paragraphs around a theme

Draft and write by: in narratives, creating settings, characters and plot

Draft and write by: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements

Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense

Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause

Develop their understanding of the concepts set out in English Appendix 2 by: using fronted adverbials

Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for years 3 and 4 in English Appendix 2

Indicate grammatical and other features by: using commas after fronted adverbials



Indicate grammatical and other features by: indicating possession by using the possessive apostrophe with plural nouns

Indicate grammatical and other features by: using and punctuating direct speech

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading



Writing Objectives: Year 5

Transcription

Use further prefixes and suffixes and understand the guidance for adding them
Spell some words with 'silent' letters [for example, knight, psalm, solemn]
Continue to distinguish between homophones and other words which are often confused
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
Use dictionaries to check the spelling and meaning of words
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
Use a thesaurus

Handwriting and presentation

Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task

Composition

Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary
Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
Draft and write by: précisising longer passages
Draft and write by: using a wide range of devices to build cohesion within and across paragraphs
Draft and write by: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Evaluate and edit by: assessing the effectiveness of their own and others' writing
Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing
Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
Proof-read for spelling and punctuation errors
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
Develop their understanding of the concepts set out in English Appendix 2 by: using passive verbs to affect the presentation of information in a sentence
Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause



Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely

Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of possibility

Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing

Indicate grammatical and other features by: using hyphens to avoid ambiguity

Indicate grammatical and other features by: using brackets, dashes or commas to indicate parenthesis

Indicate grammatical and other features by: using semi-colons, colons or dashes to mark boundaries between independent clauses

Indicate grammatical and other features by: using a colon to introduce a list

Indicate grammatical and other features by: punctuating bullet points consistently

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading



Writing Objectives: Year 6

Transcription

Use further prefixes and suffixes and understand the guidance for adding them
Spell some words with 'silent' letters [for example, knight, psalm, solemn]
Continue to distinguish between homophones and other words which are often confused
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
Use dictionaries to check the spelling and meaning of words
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
Use a thesaurus

Handwriting and presentation

Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task

Composition

Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary
Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
Draft and write by: précisising longer passages
Draft and write by: using a wide range of devices to build cohesion within and across paragraphs
Draft and write by: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Evaluate and edit by: assessing the effectiveness of their own and others' writing
Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing
Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
Proof-read for spelling and punctuation errors
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
Develop their understanding of the concepts set out in English Appendix 2 by: using passive verbs to affect the presentation of information in a sentence
Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause



Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely

Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of possibility

Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing

Indicate grammatical and other features by: using hyphens to avoid ambiguity

Indicate grammatical and other features by: using brackets, dashes or commas to indicate parenthesis

Indicate grammatical and other features by: using semi-colons, colons or dashes to mark boundaries between independent clauses

Indicate grammatical and other features by: using a colon to introduce a list

Indicate grammatical and other features by: punctuating bullet points consistently

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading