**Primary Curriculum 2014**

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**Suggested Key Objectives**

**for Writing**

**at Key Stages 1 and 2**

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**Year 1 Writing Key Objectives**

**Taken from the National Curriculum**

|  |  |
| --- | --- |
|  | Spell words containing each of the 40+ phonemes taught |
|  | Spell common exception words |
|  | Spell the days of the week |
|  | Name the letters of the alphabet in order |
|  | Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs |
|  | Using –ing, –ed, –er and –est where no change is needed in the spelling of root words |
|  | 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 |
|  | Composing a sentence orally before writing it |
|  | Sequencing sentences to form short narratives |
|  | Read their writing aloud clearly enough to be heard by their peers and the teacher. |
|  | Leaving spaces between words |
|  | Joining words and joining clauses using "and" |

**Year 1 Writing Key Objectives**

**Summarised form**

|  |  |
| --- | --- |
|  | Spell words using the standard phonemes |
|  | Spell common exception words |
|  | Spell the days of the week |
|  | Name the letters of the alphabet in order |
|  | Understand spelling rules for adding 's' |
|  | Use suffixes -ing, -ed, -er and -est |
|  | Sit and hold writing implement correctly |
|  | Begin to form lower-case letters correctly |
|  | Form capital letters |
|  | Form digits 0-9 |
|  | Compose a sentence orally before writing |
|  | Sequence sentences to form short narratives |
|  | Read writing aloud audibly and clearly |
|  | Leave spaces between words |
|  | Join words and clauses using 'and' |

**Year 2 Writing Key Objectives**

**Taken from the National Curriculum**

|  |  |
| --- | --- |
|  | Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly |
|  | Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones |
|  | Learning the possessive apostrophe (singular) |
|  | Learning to spell more words with contracted forms |
|  | Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly |
|  | Form lower-case letters of the correct size relative to one another |
|  | Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters |
|  | Writing for different purposes |
|  | Read aloud what they have written with appropriate intonation to make the meaning clear |
|  | Expanded noun phrases to describe and specify |
|  | Sentences with different forms: statement, question, exclamation, command |
|  | The present and past tenses correctly and consistently including the progressive form |
|  | Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) |
|  | Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes... |
|  | (extended from 14) |

**Year 2 Writing Key Objectives**

**Summarised form**

|  |  |
| --- | --- |
|  | Break words into phonemes for spelling |
|  | Know some spellings which use variations of standard phonemes |
|  | Use the possessive apostrophe |
|  | Spell some words with contracted forms |
|  | Use suffixes to spell longer words, including -ment, -ness, -less, -ful, -ly |
|  | Form lower-case letters of the correct size relative to one another |
|  | Write capital letters of appropriate size |
|  | Write for different purposes |
|  | Read aloud using appropriate intonation |
|  | Use noun phrases |
|  | Use four main types of sentence appropriately |
|  | Use present and past tense correctly |
|  | Use some coordinating and subordinating conjunctions |
|  | Use appropriate demarcation punctuation |
|  | Use commas for lists |

**Year 3-4 Writing Key Objectives**

**Taken from the National Curriculum**

|  |  |
| --- | --- |
|  | spell words that are often misspelt (Appendix 1) |
|  | Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals |
|  | Use the first 2 or 3 letters of a word to check its spelling in a dictionary |
|  | 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 |
|  | Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar |
|  | Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures |
|  | Organising paragraphs around a theme |
|  | In narratives, creating settings, characters and plot |
|  | In non-narrative material, using simple organisational devices (headings & subheadings) |
|  | Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences |
|  | Proofread for spelling and punctuation errors |
|  | Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |
|  | Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although |
|  | Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |
|  | Using conjunctions, adverbs and prepositions to express time and cause (and place) |
|  | Using fronted adverbials |
|  | Difference between plural and possessive -s |
|  | Standard English verb inflections (I did vs. I done) |
|  | Extended noun phrases, including with prepositions |
|  | Using and punctuating direct speech (including punctuation within and surrounding inverted commas) |

**Year 3-4 Writing Key Objectives**

**Summarised form**

|  |  |
| --- | --- |
|  | Spell words which are often misspelt from the Y3-4 list |
|  | Use the possessive apostrophe accurately with plurals |
|  | Use a dictionary to check a spelling |
|  | Use appropriate handwriting joins, including choosing unjoined letters |
|  | Adopt the features of existing texts to shape own writing |
|  | Build sentences with varied vocabulary and structures |
|  | Organise paragraphs around a theme |
|  | Develop detail of characters, settings and plot in narratives |
|  | Use simple organisational devices in non-fiction |
|  | Suggest improvements to grammar and vocabulary |
|  | Proofread own work for spelling and punctuation errors |
|  | Read aloud using appropriate intonation, tone and volume |
|  | Use a range of conjunctions to extend sentences with more than one clause |
|  | Choose nouns and pronouns for clarity and cohesion |
|  | Use conjunctions, adverbs and prepositions to express time, cause & place |
|  | Use fronted adverbials |
|  | Understand the difference between plural and possessive '-s' |
|  | Recognise and use standard English verb inflections |
|  | Use extended noun phrases, including with prepositions |
|  | Use and punctuate direct speech correctly |

**Year 5-6 Writing Key Objectives**

**Taken from the National Curriculum**

|  |  |
| --- | --- |
|  | Spell some words with ‘silent’ letters |
|  | Continue to distinguish between homophones and other words which are often confused |
|  | Use dictionaries to check the spelling and meaning of words |
|  | Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own |
|  | Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning |
|  | In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action |
|  | Précising longer passages |
|  | Using a wide range of devices to build cohesion within and across paragraphs |
|  | Using further organisational and presentational devices to structure text and to guide the reader |
|  | Ensuring the consistent and correct use of tense throughout a piece of writing |
|  | Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register |
|  | Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
|  | Use a thesaurus |
|  | Using expanded noun phrases to convey complicated information concisely |
|  | Using modal verbs or adverbs to indicate degrees of possibility |
|  | Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun |
|  | Converting nouns or adjectives into verbs |
|  | Devices to build cohesion, including adverbials of time, place and number |
|  | Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms |
|  | Using passive verbs to affect the presentation of information in a sentence |
|  | Using the perfect form of verbs to mark relationships of time and cause |
|  | Differences in informal and formal language |
|  | Further cohesive devices such as grammatical connections and adverbials |
|  | Use of ellipsis |
|  | Using commas to clarify meaning or avoid ambiguity in writing |
|  | Using brackets, dashes or commas to indicate parenthesis |
|  | Using hyphens to avoid ambiguity |
|  | Using semicolons, colons or dashes to mark boundaries between independent clauses |
|  | Using a colon to introduce a list |
|  | Punctuating bullet points consistently |

**Year 5-6 Writing Key Objectives**

**Summarised form**

|  |  |
| --- | --- |
|  | Spell some words with silent letters |
|  | Recognise and use spellings for homophones and other often-confused words |
|  | Use a dictionary to check spelling and meaning |
|  | Identify the audience and purpose before writing, and adapt accordingly |
|  | Select appropriate grammar and vocabulary to change or enhance meaning |
|  | Develop setting, atmosphere and character, including through dialogue |
|  | Précis longer passages |
|  | Use a range of cohesive devices |
|  | Use advanced organisational and presentational devices |
|  | Use the correct tense consistently throughout a piece of writing |
|  | Ensure correct subject and verb agreement |
|  | Perform compositions using appropriate intonation, volume and movement |
|  | Use a thesaurus |
|  | Use expanded noun phrases to convey complicated information concisely |
|  | Use modal verbs or adverbs to indicate degrees of possibility |
|  | Use relative clauses |
|  | Convert nouns or adjectives into verbs |
|  | Use adverbials of time, place and number for cohesion |
|  | Recognise vocabulary and structures that are appropriate for formal use |
|  | Use passive verbs to affect the presentation of information |
|  | Use the perfect form of verbs to mark relationships of time and cause |
|  | Recognise difference in informal and formal language |
|  | Use grammatical connections and adverbials for cohesion |
|  | Use ellipsis |
|  | Use commas to clarify meaning or avoid ambiguity |
|  | Use brackets, dashes and commas to indicate parenthesis |
|  | Use hyphens to avoid ambiguity |
|  | Use semi-colons, colons and dashes between independent clauses |
|  | Use a colon to introduce a list |
|  | Punctuate bullet points consistently |