

# Writing Curriculum Objectives

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## Reception

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

## Year 1

### Transcription

- Spell: words containing each of the 40+ phonemes already taught
- Spell: common exception words
- Spell: the days of the week
- Name the letters of the alphabet in order
- Use letter names to distinguish between alternative spellings of the same sound
- Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- Use the prefix un–
- Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- 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

### Composition

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

### Vocabulary, grammar and punctuation

- Leave spaces between words
- Join words and join clauses using 'and'
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Use the grammatical terminology in English Appendix 2 in discussing their writing

## 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
- 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 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
- 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

- 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)
- Use sentences with different forms: statement, question, exclamation, command and punctuate them correctly.
- Use expanded noun phrases to describe and specify [for example, the blue butterfly]
- Use the present and past tenses correctly and consistently including the progressive form
- Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing

## 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']
- Use the first two 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

### Composition

- 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)
- Begin to organise 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
- 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

- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use conjunctions, adverbs and prepositions to express time and cause
- Use fronted adverbials and use commas after fronted adverbials
- Use and punctuate direct speech
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

## 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; discuss and record ideas
- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- Organise paragraphs around a theme
- In narratives, create settings, characters and plot
- In non-narrative material, use simple organisational devices [for example, headings and sub-headings]
- Assess the effectiveness of their own and others' writing and suggest improvements
- Propose 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

- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Use the present perfect form of verbs in contrast to the past tense
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use conjunctions, adverbs and prepositions to express time and cause
- Use fronted adverbials and use commas after fronted adverbials
- Indicate possession by using the possessive apostrophe with plural nouns
- Use and punctuate direct speech
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

## 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 begin to 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, using the first three or four letters to locate the word efficiently
- 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

### Composition

- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Note and develop initial ideas for writing, drawing on reading and research where necessary
- In writing narratives, begin to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Select appropriate grammar and vocabulary, beginning to show understanding of how such choices can change and enhance meaning
- In narratives, describe settings, characters and atmosphere and begin to integrate dialogue to convey character and advance the action
- Précis longer passages
- Begin to use a range of devices to build cohesion within and across paragraphs
- Use a range of 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

- Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Use passive verbs to affect the presentation of information in a sentence
- Use the perfect form of verbs to mark relationships of time and cause
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Use commas to clarify meaning or avoid ambiguity in writing
- Use brackets, dashes or commas to indicate parenthesis
- Use a colon to introduce a list
- Punctuate bullet points consistently
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

## 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 and 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

### Composition

- Identify 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
- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
- Draft and write by: précising longer passages
- Use a wide range of devices to build cohesion within and across paragraphs
- Use 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
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensure the consistent and correct use of tense throughout a piece of writing
- Ensure 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

- Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Use passive verbs to affect the presentation of information in a sentence
- Use the perfect form of verbs to mark relationships of time and cause
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Use commas to clarify meaning or avoid ambiguity in writing
- Use hyphens to avoid ambiguity
- Use brackets, dashes or commas to indicate parenthesis
- Use semi-colons, colons or dashes to mark boundaries between independent clauses and use a colon to introduce a list
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading