

## Key Objectives: Writing

### Year 1

	Objective	Child speak objective
Transcription	Spell words containing each of the 40+ phonemes already taught.	<i>I can spell my word list accurately.</i>
	Spell common exception words.	<i>I can spell some unusual words correctly.</i>
	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	<i>I can write out a sentence told to me by my teacher.</i>
	Spell days of the week.	<i>I can spell the days of the week</i>
	Name the letters of the alphabet in order	<i>I can name the letters of the alphabet in order.</i>
	Add suffixes such as –es and –s	<i>I can use word endings such as –s and –es for plurals.</i>
	Add prefixes using the prefix –un	<i>I know how to add un- at the beginning of a word to make a new word.</i>
	Add suffixes using –ing, -ed, -er and –est where no change is needed in the spelling of the root word.	<i>I spell words correctly adding –ing, -ed, -er and –est to make new words.</i>
Handwriting	Begin to form lower case letters in the correct direction, starting and finishing in the right place.	<i>I can write some of my letters correctly, starting and finishing in the right place.</i>
	Form capital letters.	<i>I can write some capital letters.</i>

Composition	<b>Write sentences by sequencing sentences to form short narratives.</b>	<i>I can write a text by thinking of a list of sentences in the order I need.</i>
	<b>Write sentences by re-reading what they have written to check it makes sense.</b>	<i>I can check my sentences make sense by re-reading them.</i>
VGP	<b>Develop their understanding of vocabulary, grammar and punctuation concepts by leaving spaces between words.</b>	<i>When I write I leave spaces between my words.</i>
	<b>Develop their understanding of vocabulary, grammar and punctuation concept by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</b>	<i>I can tell you where I might use a capital letter, a full stop, question mark or exclamation mark in my work.</i>
	<b>Develop their understanding of vocabulary, grammar and punctuation concept by using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.</b>	<i>I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I.</i>

## Year 2

	Objective	Child speak objective
Transcription	Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.	<i>I can spell words correctly by saying them out loud.</i>
	Spell common exception words.	<i>I know how to spell words that do not follow a spelling pattern.</i>
	Spell by learning to spell more words with contracted forms.	<i>I can spell words by using rules I already know.</i>
	Add suffixes to spell longer words including –ment, ness, -ful, -less, -ly.	<i>I can spell words correctly by adding –ment, ness, -ful, -less, -ly.</i>
	Apply Year 2 spelling rules and guidance.	<i>I can spell the words correctly in my Year 2 spelling list.</i>
Handwriting	Form lower case letters of the correct size relative to one another.	<i>I can write some of my letters correctly, starting and finishing in the right place.</i>
	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other are best left unjoined.	<i>I am learning which letters to join up in my handwriting and which ones are best left unjoined.</i>
	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	<i>I can write letters and numbers that are the right way round and the right size.</i>
	Use spacing between words that reflects the size of the letters.	<i>I know where to leave spaces between words.</i>
Composition	Develop positive attitudes towards and stamina for writing by writing for different purposes.	<i>I like to write for different purposes.</i>
	Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.	<i>I can write down brief descriptions about what I want to include in my writing before I begin.</i>
	Make simple additions, revisions and corrections to their writing by proof reading to check for errors in spelling, grammar and punctuation.	<i>I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.</i>

**Use grammatical terminology for Year 2 learning how to use punctuation correctly including full stops, capital letters, exclamation marks, question marks.**

*I am using punctuation correctly in my writing including full stops, capital letters, exclamation marks and question marks.*

**Use grammatical terminology for Year 2 learning how to use commas for lists.**

*I can use commas correctly when making a list.*

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

*I am learning to write sentences which convey different meaning for different purposes.*

**Learn how to use expanded noun phrases to describe.**

*I am able to write more interesting sentences by adding more detail.*

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

*I try to write in the present or past tense when writing.*

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

*I can use words such as when, and, if, that, because, or and but when I write sentences.*

## Year 3

	Objective	Child speak objective
Transcription	Use some prefixes and suffixes and understand how to add them (English Appendix 1).	<i>I use some prefixes and suffixes and understand how to use them in my writing.</i>
	Spell some words that are often misspelt (Appendix 1).	<i>I am able to spell some tricky words.</i>
	Beginning to place the possessive apostrophe accurately in words with regular plurals.	<i>I can use the possessive apostrophe correctly in plurals.</i>
Handwriting	Beginning to use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other are best left unjoined.	<i>I am learning which letters to join up in my handwriting and which ones are best left unjoined.</i>
	Beginning to increase the legibility, consistency and quality of their handwriting.	<i>I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other.</i>
Composition	Draft and write by organising simple paragraphs around a theme.	<i>I can draft my work into short paragraphs.</i>
	Draft and write by creating simple settings, characters and a basic plot in narratives.	<i>I can organise my writing using settings, characters and plot.</i>
	Draft and write beginning to use simple organisational devices in non-narrative texts – headings and sub-headings.	<i>I can use sub-headings and headings to organise my writing.</i>
	Evaluate and edit by beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	<i>I can edit my written work to improve the use of vocabulary.</i>
	Proof read for some spelling and punctuation errors.	<i>I can read through my finished work to check for spelling and punctuation.</i>
VGP	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.	<i>I can write sentences which contain more than one clause, by using a wider range of conjunctions such as when, if, because and although.</i>
	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.	<i>I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.</i>
	Develop their understanding of the concepts set out in English Appendix 2 by using conjunctions, adverbs and prepositions to express time and cause.	<i>I can use conjunctions and prepositions to express time and cause in my writing.</i>
	Use grammatical terminology for Y3 beginning to use inverted commas to punctuate direct speech.	<i>I can use inverted commas for direct speech.</i>

## Year 4

	Objective	Child speak objective
Transcription	Use some prefixes and suffixes and understand how to add them (English Appendix 1).	<i>I use some prefixes and suffixes and understand how to use them in my writing.</i>
	Spell some words that are often misspelt (Appendix 1).	<i>I am able to spell some tricky words.</i>
	Beginning to place the possessive apostrophe accurately in words with regular and irregular plurals.	<i>I can use the possessive apostrophe correctly in plurals.</i>
Handwriting	Beginning to use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other are best left unjoined.	<i>I am learning which letters to join up in my handwriting and which ones are best left unjoined.</i>
	Beginning to increase the legibility, consistency and quality of their handwriting.	<i>I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other.</i>
Composition	Draft and write by organising paragraphs around a theme.	<i>I can draft my work into paragraphs.</i>
	Draft and write by creating settings, characters and plot in narratives.	<i>I can organise my writing using settings, characters and plot.</i>
	Draft and write by using simple organisational devices in non-narrative texts – headings and sub-headings.	<i>I can use sub-headings and headings to organise my writing.</i>
	Evaluate and edit by beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	<i>I can edit my written work to improve the use of vocabulary.</i>
	Proof read for some spelling and punctuation errors.	<i>I can read through my finished work to check for spelling and punctuation.</i>
VGP	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.	<i>I am beginning to develop my understanding of choosing nouns and pronouns appropriately.</i>
	Develop their understanding of the concepts set out in English Appendix 2 by using fronted adverbials.	<i>I am beginning to use fronted adverbials (adverbs at the beginning of sentences) in my writing.</i>
	Use grammatical terminology for Year 4 understanding Standard English forms for verb inflections instead of local spoken forms.	<i>I know I should not write in the same way I talk.</i>
	Indicate grammatical and other features by using and punctuating direct speech.	<i>I can punctuate speech in a text.</i>

## Year 5

	Objective	Child speak objective
Transcription	Use some prefixes and suffixes and understand the guidance for adding them.	<i>I add some prefixes and suffixes.</i>
	Beginning to distinguish between homophones and other words which are often confused.	<i>I know some words sound the same but are spelled differently.</i>
Handwriting	Beginning to use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other are best left unjoined.	<i>I am learning which letters to join up in my handwriting and which ones are best left unjoined.</i>
	Beginning to increase the legibility, consistency and quality of their handwriting.	<i>I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other.</i>
Composition	Draft and write by organising paragraphs around a theme.	<i>I can draft my work into paragraphs.</i>
	Draft and write by creating settings, characters and plot in narratives.	<i>I can organise my writing using settings, characters and plot.</i>
	Draft and write by using simple organisational devices in non-narrative texts – headings and sub-headings.	<i>I can use sub-headings and headings to organise my writing.</i>
	Evaluate and edit by beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	<i>I can edit my written work to improve the use of vocabulary.</i>
	Proof read for some spelling and punctuation errors.	<i>I can read through my finished work to check for spelling and punctuation.</i>
VGP	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.	<i>I am beginning to develop my understanding of choosing nouns and pronouns appropriately.</i>
	Develop their understanding of the concepts set out in English Appendix 2 by using fronted adverbials.	<i>I am beginning to use fronted adverbials (adverbs at the beginning of sentences) in my writing.</i>
	Use grammatical terminology for Year 4 understanding Standard English forms for verb inflections instead of local spoken forms.	<i>I know I should not write in the same way I talk.</i>
	Indicate grammatical and other features by using and punctuating direct speech.	<i>I can punctuate speech in a text.</i>

## Year 6

	Objective	Child speak objective
Transcription	Use further prefixes and suffixes and understand the guidance for adding them.	<i>I add prefixes and suffixes using the rules we have worked on in class.</i>
	Spell some words with 'silent' letters [for example, knight, psalm, solemn].	<i>I can spell some words that include silent letters, such as knight, psalm and solemn.</i>
	Continue to distinguish between homophones and other words which are often confused.	<i>I know some words that sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').</i>
Handwriting	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.	<i>I make sure others can read my handwriting and decide whether or not to join specific letters.</i>
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.	<i>I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.</i>
	Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	<i>I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i>
	Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.	<i>I review my work to further describe and develop settings, characters and the narrative atmosphere.</i>
	Draft and write by using a wide range of devices to build cohesion within and across paragraphs.	<i>I use themes and details across my texts to help link paragraphs together into a flow of text.</i>
	Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	<i>I evaluate and edit my texts to enhance and clarify what I write by proposing changes to vocabulary, sentence structure, grammar and punctuation.</i>
	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.	<i>I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.</i>



**Indicate grammatical and other features by using hyphens to avoid ambiguity.**

*I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.*

**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.**

*I use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.*

**Use grammatical terminology for Year 6 linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.**

*I link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.*

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

*I mark out separate clauses in a sentence by using a semi-colon or colon.*

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

*I use a colon to indicate the beginning of a list.*

**Indicate grammatical and other features by punctuating bullet points consistently.**

*I use bullet points accurately when constructing a list.*