



Writing Objectives Y1 - Y6

Writing Objectives - Year 1

Writing Construction

Sit correctly and hold a pencil comfortably using a tripod grip.

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

Write using pre-cursive letters, with each letter starting on the line.

Start to develop ascending and descending letters.

Form capital letters that are mostly relative in size to lower-case letters.

Form lower-case letters of the correct size.

Form digits 0-9.

GD ONLY: Begin to write cursively.

Writing Composition

Compose a sentence orally before writing.

Order sentences to form simple narratives (3 or 4 meaningful simple sentences in sequence).

Re-read work to check it makes sense, making corrections as appropriate.

Read their own work aloud to others.

Grammar

Recognise a simple sentence as a main clause.

Join two main clauses together using the coordinating conjunction 'and' to form a compound sentence.

Use the personal pronoun 'I'.

Identify and use singular and plural.

Use verbs which include ing (hunting).

Use verbs which include ed (hunted).

GD Only: Join two main clauses together using co-ordinating conjunctions (or/but) to form a compound sentence.

GD Only: Use a range of sentence forms (statements, questions, exclamations and commands) confidently in writing.

Punctuation

Some accurate use of capital letters to begin a sentence and full stops to finish a sentence.

Use a capital letter for proper nouns.

Begin to use question marks within writing mostly accurately.

Begin to use exclamation marks within writing mostly accurately.

GD Only: Punctuate a range of sentence forms (statements, questions, exclamations and commands) accurately.

Vocabulary / Language Development

Use adjectives to describe nouns.

Begin to use a variety of vocabulary to describe colour.

GD Only: Use expanded noun phrases to describe and specify.

Spelling

Segment spoken words into phonemes and representing these by graphemes, spelling some correctly (40+ phonemes).

Add suffixes to spell words correctly where no change is needed in the spelling of the root word (e.g. -ing, -ed, er and -est).

Spell most Y1 common exception words.

Spell the days of the week, including a capital letter.

Writing Objectives – Year 2 (Based on IAF)

Writing Construction

Use spacing between words that reflects the size of the letters.

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

Write capital letters and digits of the correct size, orientation and in relation to lower case letters.

Begin to write cursively.

GD Only: Use the diagonal and horizontal strokes needed to join letters in most of their writing.

Writing Composition

Write a narrative about their own experiences and those of others (real and fictional) after discussion with the teacher.

Plan or say out loud what they are going to write about, noting down ideas, key words or new vocabulary.

Re-read work to check it makes sense, making simple additions and revisions as appropriate.

Proof-read to check for errors in spelling, grammar and punctuation.

Read their own work aloud to others with appropriate intonation to make the meaning clear.

GD Only: Write for different purposes (after discussion with teacher).

Grammar

Join two main clauses together using coordinating conjunctions (and, but, or) to form a compound sentence.

Recognise and join a subordinate and main clause with a subordinating conjunction to form a complex sentence (when, if, because, while).

Use statement sentences, punctuated correctly.

Use question sentences, punctuated correctly.

Use exclamation sentences, punctuated correctly.

Use command sentences, punctuated correctly.

Using present and past tense correctly and consistently, including progressive tense.

Punctuation

Capital letters and full stops used correctly in the vast majority of sentences.

Demarcate some sentences accurately with question marks.

Demarcate some sentences accurately with exclamation marks.

Use commas in a list mostly accurately.

Use apostrophes for possession mostly accurately.

Use apostrophes for contraction mostly accurately.

GD Only: Use the full range of punctuation from KS1 mostly accurately.

Vocabulary / Language Development

Use expanded noun phrases to describe and specify.

Use a variety of adjectives (size, colour) for effect and accuracy.

Use a variety of verbs for effect.

Begin to use synonyms for nouns within their writing.

Spelling

Spelling the majority of Year 2 common exception words.

Spell words with some contracted forms (e.g can't).

Learn a few common homophones (e.g. there, their, they're).

Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.

Add suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly.

GD Only: Spell most words with contracted forms.

GD Only: Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)

Writing Objectives - Year 3

Writing Construction

Write legibly, fluently, and with increasing speed.

Use the diagonal and horizontal strokes needed to join most of their writing.

Writing Composition

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

Compose and rehearse sentences orally, building a rich and varied vocabulary.

Plan writing by discussing writing similar to that which they are studying.

Draft and write by using simple organisational devices including: headings, subheadings in narrative and non-narrative material.

Use information from note-taking to create their own non-fiction text.

Draft and write cohesive characters, settings and plots in narratives.

Clearly organise paragraphs around a theme in fiction and non-fiction writing.

Assess and edit the content of their writing, making improvements such as improving vocabulary choices.

Proof-read their own writing for spelling and punctuation errors.

Once self-assessing accurately, begin to assess the effectiveness of others' writing and suggest improvements.

Read own writing aloud with clear intonation and expression.

GD Only: Use headings and sub-headings effectively for purpose.

Grammar

Recognise and join a subordinate and main clause with a subordinating conjunction to form a complex sentence (*when, if, because, while, although, as long as, before, wherever, whenever, even though*).

Express time, place and cause using conjunctions.

Express time, place and cause using adverbs (*e.g. then, next, soon, therefore*).

Express time, place and cause using prepositions (*e.g. before, after, during, in, because of*)

Use present perfect forms of verbs instead of simple past (*e.g. I have played instead of I played*).

GD Only: Create complex sentences by manipulating the order of clauses for effect.

Punctuation

Continue to use the punctuation taught in KS1 accurately.

Use commas in a list.

Use commas after fronted adverbials.

Use commas accurately in complex sentences.

Accurately use possessive apostrophes in words with regular plurals.

Begin to punctuate direct speech accurately by using inverted commas.

Vocabulary / Language Development

Use the first two or three letters of a word to check spellings in a dictionary.

Accurately use a range of adjectives and adverbs within writing.

Use expanded noun phrases to aid description.

GD Only: Turn adjectives into adverbs (eg = comical = comically).

Spelling

Within writing, spell most common exception words.

Within writing, spell most words with contracted forms accurately.

Correctly spell common homophones.

Spell around half of the words from the Y3/4 list accurately.

Writing Objectives - Year 4

Writing Construction

Use the diagonal and horizontal strokes needed to join most of their writing, and understand which letters, when adjacent to one another, are best left unjoined.

Write legibly, fluently, consistently and with increasing speed.

Writing Composition

Plan writing by discussing writing that is similar, in order to understand and learn from its structure, vocabulary and grammar.

Draft and write by using a range of organisational devices including headings, subheadings and bullet points in narrative and non-narrative material.

Use information from note-taking to create an original non-fiction text which includes organisational features or devices.

Draft and write cohesive characters, settings and plots in narratives.

Clearly organise at least 3/3+ paragraphs around a theme in fiction and non-fiction writing.

Assess and edit the content of their writing, making a range of meaningful improvements.

Accurately proof-read their own writing for spelling and punctuation errors and make suitable corrections.

Assess the effectiveness of others' writing and suggest meaningful improvements.

GD Only: In writing, integrate dialogue to convey character and advance the action.

Grammar

Recognise and join a subordinate and main clause with a subordinating conjunction to form a complex sentence (*When, if, because, while, although, as long as, before, wherever, whenever, even though*).

Express time, place and cause using a wide range of conjunctions.

Express time, place and cause using adverbs (*e.g. then, next, soon, therefore*).

Express time, place and cause using prepositions (*e.g. before, after, during, in, because of*).

Use present perfect forms of verbs instead of simple past (*e.g. I have played instead of I played*).

Use fronted adverbials within writing.

Use appropriate nouns and pronouns within and across sentences to aid cohesion and avoid repetition.

Punctuation

Continue to use punctuation taught in KS1 accurately.

Accurately use possessive apostrophes in words with regular plurals.

Use commas accurately in complex sentences.

Use commas after fronted adverbials.

Punctuate direct speech accurately with inverted commas.

Follow the correct writing conventions for direct speech (*new line for a new speaker, correct placement of punctuation marks*).

Accurately use possessive apostrophes in words with regular plurals.

Use apostrophes to mark plural possession (*the girl's name, the girls' names*).

Vocabulary / Language Development

Use a thesaurus to find effective, alternative words.

Use a dictionary to check spellings with increasing speed.

Use increasingly sophisticated expanded/extended noun phrases to aid description.

Use a range of figurative language to aid description.

Accurately use a range of carefully chosen adjectives.

Accurately use a range of carefully chosen adverbs.

Spelling

Within writing, spell common exception words accurately.

Within writing, spell words with contracted forms accurately.

Spell most words from the Y3/4 list accurately.

Writing Objectives - Year 5

Writing Construction

Write legibly, fluently and with increasing speed.

Write with a consistent handwriting style.

Writing Composition

Plan writing by identifying the audience for and purpose for writing, selecting the appropriate form and use similar pieces of writing as models for their own.

Note down and develop initial ideas, drawing on reading and research where necessary.

Use a range of presentational structures to structure texts including headings, statements, underlining, bullet points and captions.

In narratives, integrate dialogue to convey character.

Accurately proof-read their own writing for spelling and punctuation errors.

Re-read their own writing, checking for grammatical errors and ensuring that the intended meaning is clear.

Assess the effectiveness and accuracy of others' writing and suggest meaningful improvements.

GD Only: Create atmosphere and integrate dialogue to convey character and advance plot.

GD Only: Use an increasing range of layout devices (e.g. columns, tables) to structure texts.

Grammar

Recognise and join a subordinate and main clause with a subordinating conjunction to form a complex sentence (*when, if, because, while, although, as long as, before, wherever, whenever, even though, though*).

Link ideas across paragraphs by using adverbials of time, place and number.

Use relative clauses beginning with *who, which, where, when, whose, that*.

Indicate degrees of possibility using modal verbs (*might, should, will, must*).

Indicate degrees of possibility using adverbs (*perhaps, surely, eventually*).

Use correct subject and verb agreement when using singular and plural.

Use the appropriate and consistent tense throughout a piece of writing.

GD Only: Link ideas across paragraphs using more sophisticated adverbials such as *on the other hand, in contrast, due to, as a consequence*.

Punctuation

Use a colon to introduce a list.

Use commas to indicate parenthesis.

Use brackets to indicate parenthesis.

Use dashes to indicate parenthesis.

Use commas to clarify meaning or avoid ambiguity.

Demarcate direct speech mostly correctly.

GD Only: Use semi-colons, or dashes to mark boundaries in independent clauses.

Vocabulary / Language Development

Use a thesaurus to identify and use synonyms.

Use a dictionary to check the meaning of spelling of words.

Accurately use a range of appropriate adjectives and adverbs within writing.

In narratives, effectively describe settings and atmosphere (*figurative language*).

In narratives, effectively describe characters (*figurative language*).

GD Only: Making connections between adjectives, nouns and verbs (e.g. *observant, observation, observing*).

Spelling

Spell around half of the words from the Y5/6 word list correctly.

GD Only: Spell most of the words from the Y5/6 word list correctly.

Writing Objectives – Year 6 (Based on IAF)

Writing Construction

Write legibly, fluently, and with increasing speed.

Writing Composition

Write for a range of purposes and audiences, selecting the appropriate form.

Write informal and formal pieces of writing in an appropriate style, selecting suitable vocabulary and grammatical structures which reflect the formality required.

Create atmosphere and integrate dialogue to convey character and advance plot.

Use an increasing range of layout devices including: subheadings, columns, bullets and tables to structure text.

Proof-read to ensure the consistent and correct use of tense.

Assess the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

GD Only: Show shifts in formality within one piece of text.

Grammar

Accurately use a mixture of simple, compound and complex sentences for effect.

Manipulate clause structures within complex sentences.

Link ideas across paragraphs using repetition of words or phrases.

Link ideas across paragraphs using a wide range of adverbials such as: *on the other hand, in contrast, as a consequence*.

Use adverbs to add detail, qualification and precision.

Use prepositional phrases to add detail, qualification and precision.

Use passive verbs mostly appropriately.

Use modal verbs or adverbs to indicate degrees of possibility.

Use the perfect form of verbs to mark relationships of time and cause.

GD Only: Select verb form for meaning and effect.

GD Only: Manipulate grammatical structures precisely in response to audience and formality.

Punctuation

Use the colon to introduce a list.

Use semi-colons within lists.

Use commas to clarify meaning or avoid ambiguity.

Punctuate bullet points consistently when listing information.

Use punctuation for parenthesis (brackets, commas or dashes) mostly correctly.

Use inverted commas correctly.

Use ellipsis.

Use hyphens to avoid ambiguity (for example man eating shark versus man-eating shark).

GD Only: Use a semi-colon to mark the boundary between independent clauses.

GD Only: Use a colon to mark the boundary between independent clauses.

GD Only: Accurately use the full range of punctuation taught at Key Stage 2, including colons and semi-colons to mark the boundary between independent clauses.

Structured Language Development / Vocabulary

Confidently identify and use synonyms fluently by consulting a thesaurus.

Accurately use a range of adventurous adjectives and adverbs within writing.

Make connections between adjectives, nouns and verbs (*e.g. observant, observation, observing*).

Use expanded noun phrases to convey complicated information concisely.

Spelling

Spell most words from the Year 5/6 word list correctly.

Year 1: Progression Through Text Types

Narrative

Ensure pupils can:

- Write a simple, known story in sentences.
- Include a character and a setting when writing a simple story.
- Write using past tense sequence of events.
- Include adjectives within a noun phrase.
- Use some traditional story language (*Once upon a time, lived happily ever after*).

Recount

Ensure pupils can:

- Write based on personal experience.
- Write a sentence starting with 'I'.
- Sequence events correctly.
- Use simple time connectives e.g: *first, then, next, finally*.
- Write simple sentences using the past tense.

Instructions

Ensure pupils can:

- Write sentences that begin with simple 'when' adverbials, followed by imperative verbs.
- Write simple instructions in chronological order.

Non-chronological report

Ensure pupils can:

- Write a series of factual sentences to describe a particular thing.
- Write captions using present tense.
- Write labels for diagrams and pictures.

Year 2: Progression Through Text Types

Narrative

In addition to the Year One outcomes, ensure pupils can:

- Write a beginning, middle and end of a known story.
- Use simple time conjunctions so that narratives flow.
- Describe settings using noun phrases.
- Describe characters and write character profiles.
- Hint at characterisation by using *ly* adverbs and alternative verbs.
- Use verb tenses with increasing accuracy.
- Use simple similes.
- Use when (time) adverbials (*e.g. after that, soon, later*) throughout the text.

Recount

In addition to the Year One outcomes, ensure pupils can:

- Write an introductory sentence.
- Include *where, when, what* and *who* detail when planning and writing.
- Use consistent past tense.
- Use verb tense with increasing accuracy.
- Describe using adjectives.
- Use when (time) adverbials (*e.g. after that, soon, later*) throughout the text.
- Write a final sentence as an opinion or reflection.

Instructions

In addition to Y1 outcomes, ensure pupils can:

- Write a title (*How to...*).
- Write a section headed *You will need*.
- Number and/or bullet-point instructions.
- Use key topic words/technical vocabulary, where appropriate.
- Occasionally use *-ly (how)* adverbials to explain how to do something, where it helps the reader.

Non-chronological report

In addition to Y1 outcomes, ensure pupils can:

- Write instructions which have a goal at the beginning.
- Organise information into simple paragraphs, using headings and subheadings.
- Use the present tense consistently.
- Improve noun phrases using alternative nouns.
- Improve verb choices, including the use of topic words/technical vocabulary.

Persuasion (poster or leaflet context)

Ensure pupils can:

- Write simple catchphrases.
- Use questions to catch the attention of the reader.
- Choose adjectives for effect.

Year 3: Progression Through Text Types

Narrative

In addition to KS1 outcomes, ensure pupils can:

- Write using at least three paragraphs organised around a theme: opening, problem and solution.
- Create narratives around a plot.
- Plan and write using consistent past tense.
- Describe settings using simple figurative language (e.g. similes).
- Use alternative verbs (*said, went etc.*) with *how* adverbials (*carefully, speedily*) to hint at character.
- Use limited direct speech to move the story on or help characterisation.

Recount

In addition to KS1 outcomes, ensure pupils can:

- Write using at least three paragraphs organised around an event: orientation, main body and a reflective summary.
- Include a few personal reflective statements throughout their recount.
- Use *when* adverbials (e.g. *once we arrived, meanwhile, whilst*) and *how* adverbs (*eagerly*).
- Use prepositional phrases (e.g. *on the coach, at the museum*).
- Report speech.

Instructions

In addition to KS1 outcomes, ensure pupils can:

- Organise writing under headings and subheadings.
- Write a simple introduction to explain what the instructions are about.
- Write a closing statement.
- Use precise technical vocabulary.
- Include comma separated lists.

Non-chronological report

In addition to KS1 outcomes, ensure pupils can:

- Make simple notes under given subheadings, using given sources.
- Convert notes into text.
- Write about three paragraphs, perhaps using headings and sub-headings.
- Write an opening paragraph as an introduction to orient the reader to the content.
- Engage the reader with a rhetorical question (e.g. *Did you know...?*)
- Use a range of layout devices, e.g. captions, fact boxes.

Explanation

- Write an opening statement.
- Use time and sequence conjunctions.
- Begin to use causal conjunctions (e.g. *because, so, this causes, therefore*).
- Write a series of logical steps explaining how/why something works/happens.

Persuasion

In addition to Year 2 outcomes, ensure pupils can:

- Plan and write using at least three paragraphs - introduction (appeal to the reader), main argument(s), summary (reiteration).
- Use facts to support the argument.
- Write rhetorical questions.
- Use persuasive techniques to make slogans memorable (e.g. *alliteration, simile*).

Year 4: Progression Through Text Types

Narrative

In addition to KS1 and Y3 outcomes, ensure pupils can:

- Write using at least 5 paragraphs: opening, build up, problem, resolution, conclusion (linked to beginning).
- Write speech: Separate dialogue from narrative (by use of comma, exclamation mark, question mark) and begin a new line for a new speaker.
- Write a range of adverbial phrases, experimenting with their position within a sentence.

Recount

➤ In addition to KS1 and Y3 outcomes, ensure pupils can:

- Describe settings using adventurous noun phrases (alliteration, onomatopoeia).
- Use the present perfect form of verbs instead of simple past, where appropriate (*e.g. I have learned that...*).

Instructions

In addition to KS1 and Y3 outcomes, ensure pupils can:

- Use more sophisticated *when* adverbials (*e.g. meanwhile, while*) as a cohesive device.
- Write clear and concise sentences.
- Use precise imperative verbs.

Non-chronological report

In addition to KS1 and Y3 outcomes, ensure pupils can also:

- Make simple notes from self-selected sources, organising information in their own way.
- Choose subheadings for their own reports independently.
- Convert notes into text with more independence.
- Write a summary paragraph of one or two sentences, summarising the key information.

Explanation

In addition to Y3 outcomes, ensure pupils can also:

- Use technical vocabulary for precision.
- Begin to use flow charts or diagrams to support their explanation.

Persuasion

In addition to Y3 outcomes, ensure pupils can also:

- Use emotive language (*e.g. horrendous, despicable, disgraceful*).
- Use logical conjunctions (*e.g. this shows, therefore, due to*).
- Use a wider range of figurative language, such as metaphor and exaggeration (hyperbole).

Playscript

- Write a well-known tale as a playscript scene.
- Follow the conventions of playscripts, (stage directions in brackets/italics, no speech marks).
- Write prop and cast lists.

Year 5: Progression Through Text Types

Narrative

In addition to KS1 and lower KS2 outcomes, ensure pupils can:

- Write at least five paragraphs: opening, build up, problem, resolution and a conclusion tied to the opening.
- Consider how authors have developed characters and settings, using these as inspiration.
- Develop settings and atmosphere using figurative language (personification and metaphor).
- Use a range of grammatical devices to create mood and atmosphere (e.g. *using short sentences to create tension*).
- Develop characterisation using effective alternative verbs (*said, went etc.*) with *how* adverbials.
- Integrate dialogue accurately to convey character and advance action.

Recount

In addition to KS1 and lower KS2 outcomes, ensure pupils can:

- Plan and write at least five paragraphs: introductory paragraph, three main paragraphs to organise events and a final reflective summary paragraph.
- Use reported speech.
- Make choices about using longer and shorter sentences.
- Routinely use *how, when* and *where* adverbial phrases in different sentence positions.

Instructions

- No new learning - use within other contexts (topic).

Non-chronological report

In addition to lower KS2 outcomes, ensure pupils can:

- Use a range of sources to independently gather information, selecting facts to interest the reader.
- Plan under their choice of paragraph heading in note form.
- Move from the general to the specific within the opening of each paragraph. (General sentence followed by sentences to expand on subject matter.)
- Add comments to facts (e.g. *Armour must have been unbearably uncomfortable!*)
- As with lower KS2, draw on generic sentence level work to improve sophistication.

Explanation

In addition to lower KS2 outcomes, ensure pupils can:

- Introduce the text with a general statement (e.g. *In Autumn, some birds migrate*).
- Begin to use the passive voice (e.g. *The bottle is shaken/ Birds are hunted*).

Persuasion

In addition to Y2 and lower KS2 outcomes, ensure pupils can:

- Plan and write using a five-paragraph structure.
- Move from the general to the specific within the opening of each paragraph, with sentences to expand on the main idea.
- Write arguments using good reasons, facts and convincing evidence - often in the form of point plus elaboration.
- Include a counter argument (where appropriate: e.g. *some people may believe that...*)
- Include short sentences and emotive language to add emphasis.
- Write a conclusion to summarise and restate the opening position.
- Write rhetorical questions.

Discussion

- Open with a statement of the issue and a preview of the main arguments.
- Write arguments for and against with supporting reasons and evidence.
- Use facts to support arguments (statistics, direct quotes).
- Write using a range of tenses, where applicable.
- Move from the general to the specific, (e.g. *People agree that... Mr. Smith, who is..., stated that...*).
- Use logical conjunctions (e.g. *therefore, however*).

Year 6: Progression Through Text Types

Revisit

Example of text types to cover: narrative, recount, instructions, non-chronological report, explanation, persuasion, discussion.

- Refine skills taught in previous years. In particular, revisit Year 5 outcomes when the text type is first taught and teaching areas that have been identified as a weakness by the previous Year 5 teacher.
- Use within other contexts and apply independently during PBL work.