



Year 1 Writing Objectives



Write simple narratives

Write simple texts about real events

Demarcate most sentences using a full stop

Demarcate most sentences using a capital letter

Join words using 'and'

Use 'and' to join simple sentences *e.g. I went to the park and I played on the slide.*

Begin to use 'because' to join ideas

Identify proper nouns

Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Write sequences of linked sentences

Begin to demarcate sentences using question mark

Begin to demarcate sentences using exclamation mark

Begin to use some features of standard English *e.g. every sentence makes sense, no omissions, correct use of tense*

Spell compound words and the Y1 common exception words

spell words containing the range of Y1 phonemes

Use -er, -est, -ing, -ed where there's no change to the root word

Use -es and -s to make plurals

Spell the days of the week (including use of a capital letter)

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

Form capital letters

Use finger spaces between words



Year 2 Writing Objectives

Write simple, coherent narratives, about personal experiences and those of others (real or fictional)

Write about real events, recording these simply and clearly

Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing

Use noun phrases to describe and specify

Use commas to list e.g. The dragon was big, scary and dangerous.

Use co-ordination (or/and/but) e.g. It was cold but we still had to go outside.

Use question marks correctly when required

Use exclamation marks as an indication to the reader e.g. The dragon was huge!

Use a variety of simple pronouns e.g. her, she, the girl, Lucy

Use the progressive form of verbs e.g. I was running/They are playing

Use sentences with all different forms: commands, statements, questions and exclamatory sentences

Use subordination (when/if/that/because) to add extra information

Use the present and past tenses mostly correctly and consistently

Use apostrophes for contractions e.g. don't, can't, won't, didn't

Demarcate most sentences in their writing with capital letters and full stops

Use apostrophes for singular possession

Use a variety of simple, compound and complex sentences (coordinating and subordinating conjunctions)

Maintain stamina in longer pieces of writing

Use some features of standard written English e.g. linked to the text type (persuasive phrases, story language, correct subject/verb agreement)

Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

Spell many common exception words

Spell all the common exception words

Add suffixes to spell most words correctly in their writing -ment, -less, -ful, -ly - less

Use suffixes -ing, -ed, -er, -est where there is a change in the root word e.g. bigger, swimming

Use -es, -s, -ies to create plurals where there is a change in the root word e.g. babies, carries

Form correctly sized and orientated lower-case letters, capital letters & digits, use spacing between words that reflects the size of the letters

Use the diagonal and horizontal strokes needed to join letters

Make simple additions, revisions and proof-reading corrections to their own writing

Year 3 Writing Objectives

In narratives describe setting and characters

In non-fiction write for different purposes and audiences

Write with accurate use of all expected punctuation: full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contractions and singular possession

Use *a* or *an* correctly

Use a range of coordinating connectives accurately and effectively (for, and, nor, but, or, yet, so)

Use nouns and pronouns to aid cohesion within sentences

Use a range of adverbs, conjunctions and prepositions for **time (when)**

Use a range of adverbs, conjunctions and prepositions for **place (where)**

Use a range of adverbs, conjunctions and prepositions for **cause (how)**

Use the present perfect form of verbs

Use a range of coordinating and subordinating connectives accurately *e.g. but, so, yet, although, while, as, because* to form a variety of compound & complex sentences across pieces of writing

Use simple and progressive tenses consistently and accurately (Y2)

Use the present perfect form of verbs

Use paragraphs to group related ideas

Demarcate direct speech with inverted commas (speech marks)

Consistently use features of standard English and explore when non-standard English could be used

Form nouns using a range of prefixes (link to spelling programme)

Word families showing how words are related in form and meaning *e.g. solve, solution, solver, dissolve* (link to spelling programme)

Spell at least half of the Y3/4 common exception words, homophones and words from other origins

Can spell words using some of the Y3/4 prefixes and suffixes

Increase the legibility, consistency and quality of their handwriting *e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch*

Year 4 Writing Objectives

In narratives describe setting and characters

In non-fiction write for different purposes and audiences

Write with accurate use of all expected punctuation: full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for singular possession and contractions

Use possessive pronouns e.g. her, theirs, ours

Use noun phrases expanded using modifying adjectives

Use noun phrases expanded using modifying nouns e.g. jam jar, door bell, bicycle wheel

Use noun phrases expanded using prepositional phrases e.g. The troll under the bridge...

The house in the middle of the woods...

Use a range of coordinating conjunctions accurately e.g. but, so, yet, or, and, for, nor (Y3)

Use fronted adverbials for time, manner and place

Use commas after fronted adverbials

Use nouns and pronouns to aid cohesion across paragraphs e.g. the boy...he...the brave lad, Tom...

Use inverted commas **and** other punctuation accurately to indicate direct speech e.g. using supporting commas/.!/? inside the speech

Use a wider range of connectives to extend the range of complex sentences

Use paragraphs to organise ideas around a theme across the text

Use past and present tense accurately throughout a piece of writing e.g. consistent verb tense agreement, use of simple, progressive and perfect forms

Control the use of standard and non-standard English

The grammatical difference between plural and possessive -s

Use apostrophes to indicate plural possession

Use an appropriate variety of simple, compound and complex sentences

Spell the Y3/4 common exception words, homophones and words from other origins

Spell words using the Y3/4 prefixes and suffixes

Increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

Year 5 Writing Objectives

In narrative describe settings, character and atmosphere.

In non-fiction, write for a range of purposes and audiences.

Write with accurate use of all expected punctuation: full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes, commas after adverbials, speech marks with all speech punctuation

Write sentences with the subordinate clause the start and at the end of the sentence

Use commas to separate main and subordinate clauses

Indicate degrees of possibility the rough the use of modal verbs e.g. *could, would, should, may*

Indicate degrees of possibility through the use of adverbs e.g. *perhaps, possibly, surely*

Use embedded clauses

Use commas, brackets and dashes for parenthesis

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

Use commas to mark main and subordinate clauses

Use a range of cohesive devices **within** paragraphs e.g. *repetition, pronoun chains, adverbs and adverbials, tense choice*

Use a range of devices to **link** paragraphs e.g. *fronted adverbials, repetition, tense choice*

Use of inverted commas **and** other punctuation to indicate direct and reported speech e.g. *all speech punctuation accurate and placed thoughtfully in a paragraph to move the action on*

Use a range of verb forms (simple, progressive, perfect, modal) appropriately

Write with appropriate levels of formality for the audience and purpose

Spell at least half of the Y5/6 common exception words, homophones and words from other origins

Can spell words using some of the Y5/6 prefixes and suffixes

Increase the legibility, consistency and quality of their handwriting e.g. *by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch*

Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Year 6 Writing Objectives

Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.

In narrative, describe settings, character and atmosphere

Write with accurate use of all expected punctuation: full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes, speech marks, commas to mark clauses

Use hyphens to avoid ambiguity, dashes for after-thoughts

Use colons and semi colons in lists e.g. There are many animals in the rainforest: unusual tree frogs; an array of brightly-coloured parrots; numerous exotic insects and playful chimps.

Use expanded noun phrases, prepositions phrases and adverbs across writing to add detail and to qualify

Use formal and informal question tags e.g. Tom was right - wasn't he? You don't want the forests to die - do you?

Write with appropriate levels of formality for the audience and purpose

Use the passive voice to create empathy or suspense e.g. Katie had been trapped...

Use the passive voice to create a formal or informal tone e.g. Tom was told off. / Tom got told off.

Integrate dialogue in narratives to **advance the action** and **convey character**

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

Use commas to mark main and subordinate clauses

Use a range of simple, compound and complex sentences, moving the position of the subordinate clause

Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition, a range of adverbials, ellipsis, referencing, noun/pronoun variety

Spell the Y5/6 common exception words, homophones and words from other origins

Spell words using the Y5/6 prefixes and suffixes

Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters

Use the subjunctive form e.g. If I were you...If we were to stop recycling...It's essential the food be improved.

Use semi colons and colons to mark independent (main) clauses (greater depth)

Use multi-clause sentences (greater depth)

Use a range of verb forms for effect e.g. His distraught mother, blames herself: 'If only I had asked him more about it; maybe I could have stopped him from using it. I would never have let him go to that awful dun from us and we don't know what to do.' (greater depth)

Use shifts in formality within single pieces of writing (greater depth) e.g. through use of dialogue; internal monologue; informality to entice the reader with formality to sound authoritative