

National Curriculum Objectives Document - WRITING - Years 1-6

Skill	Year 1/2	Year 3/4	Year 5/6
Spoken Language	<ul style="list-style-type: none"> . Listen and respond appropriately to adults . Ask relevant questions to extend their understanding and knowledge . Articulate and justify answers, arguments and opinions . Speak audibly and fluently with an increasing command of Standard English . Participate in discussions, presentations, performances, role play, improvisations and debates . Consider and evaluate different viewpoints, attending to and building on the contributions of others 		
Composition	<ul style="list-style-type: none"> . Say a sentence out loud before writing it . Sequencing sentences to form short narratives . Re-reading what they have written to check it makes sense . Develop positive attitudes and stamina towards writing . Write about real events, experiences, narratives and poetry . Writing down ideas/key words, including new vocabulary . Make simple additions, revisions and corrections to their own writing 	<ul style="list-style-type: none"> . Discuss writing similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar . Discussing and recording ideas . Organising paragraphs around a theme . Use headings and subheadings in non-narrative material . In narratives create settings, characters and plot . Assessing the effectiveness of their own and others' writing and suggest improvements . Proof read for spelling and punctuation errors . Read aloud their writing to a group of whole class using intonation, tone and volume 	<ul style="list-style-type: none"> . Identify the audience and purpose for writing, noting and developing ideas . In narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed . Understand how grammar and vocabulary can change the meaning . Precising longer passages . Build cohesion within/across paragraphs . Use further organisational and presentational devices to structure text and to guide the reader (bullet points, underlining, headings) . Assess the effectiveness of their own writing and others', proposing changes to enhance effects and clarify meaning . Proof read for spelling and punctuation errors . Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear
Transcription	<ul style="list-style-type: none"> . Spell words containing each of the 40+ phonemes already taught . Naming the letters of the alphabet in order, distinguishing between letter names and alternative spellings of the same sound . Use the suffixes -s, -es, -ing, -ed, -er, -est, -ness, -less, -ful, -ly . Use the prefix -un . Write from memory simple sentences dictated by the teacher . Distinguishing between homophones and near homophones 	<ul style="list-style-type: none"> . Use the first two or three letters of a word to check its spelling in a dictionary . Spell further homophones . Use further prefixes and suffixes and understand how to add them . Place the possessive apostrophe accurately in words with regular plurals (e.g. girls') and in words with irregular plurals (e.g. children's) . Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> . Continue to distinguish between homophones and other words which are often confused . Use dictionaries to check the spelling and meaning of words . Use a thesaurus
Grammar	<ul style="list-style-type: none"> . Joining words and clauses using 'and' . Coordinating conjunctions (and, but, or) . Subordinating conjunctions (when, if, because) . Expanded noun phrases (e.g. the <u>tiny blue</u> butterfly) . Use present and past tense correctly throughout a text . Prepositions (under, in, on) 	<ul style="list-style-type: none"> . Time, manner and place . Range of conjunctions (so, although, however, therefore, consequently) . Prefixes - super, -anti, -auto . Determiners a/an . Expanded noun phrases . Prepositions (between, behind, in front, next to) . Fronted Adverbials . Present perfect (e.g. <u>He has</u> gone outside) . Accurate tense choices 	<ul style="list-style-type: none"> . Ensure 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 . Formal speech and writing, including subjunctive forms . Use passive verbs to affect the presentation of information . Perfect form of verbs to mark relationships of time and place . Modal verbs or adverbs to indicate degrees of possibility . Use relative clauses beginning with who, which, where when, whose, that or with an implied (e.g. omitted) relative pronoun
Punctuation	<ul style="list-style-type: none"> . Begin to use CL . ? ! . Commas to separate items in a list . Apostrophes for contractions/singular possession 	<ul style="list-style-type: none"> . Use CL . ? ! , ' accurately . Use inverted commas for direct speech " " . Commas after fronted adverbials 	<ul style="list-style-type: none"> . Use commas to clarify meaning or avoid ambiguity . 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 colons to introduce a list . Punctuating bullet points consistently
Spelling	<ul style="list-style-type: none"> . 'I' for personal pronouns . Year 1 and 2 Common Exception Words . Apply simple spelling rules (e.g. -ed to change root verb to past tense verb) . Use taught phonetic knowledge to segment and blend . Spell more words with contracted forms 	<ul style="list-style-type: none"> . Year 3 and 4 Common Exception Words . Spell words that are often misspelt 	<ul style="list-style-type: none"> . Spell some words with 'silent' letters . Use knowledge of morphology and etymology in spelling . Year 5 and 6 Common Exception Words
Handwriting	<ul style="list-style-type: none"> . Form lower case and upper case letters correctly, starting and finishing in the correct place. . CL for names/start of a sentence (touching top line) . Ascenders touching the top line . Descenders sitting on the line/ tails hanging below . Write capital letters and digits of the correct size and orientation to one another . Understand which letters belong to which handwriting family . Leaving spaces between words 	<ul style="list-style-type: none"> . Diagonal and horizontal strokes that are needed to join letters . Understanding of which letters to leave unjoined (CL) . Further understanding of letter families . Increase the legibility, consistency and quality of their handwriting, ensuring the downstrokes are parallel and equidistant . Consistent throughout a text 	<ul style="list-style-type: none"> . Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding as part of their personal style, whether or not to join specific letters . Choosing the writing implement that is best suited for a task

