

# Primary Curriculum 2014



## Key Objectives for Writing at Key Stages 1 and 2

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# Year 1 Writing Key Objectives

## Taken from the National Curriculum

1	Spell words containing each of the 40+ phonemes taught
2	Spell common exception words
3	Spell the days of the week
4	Name the letters of the alphabet in order
5	Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
6	Using –ing, –ed, –er and –est where no change is needed in the spelling of root words
7	Sit correctly at a table, holding a pencil comfortably and correctly
8	Begin to form lower-case letters in the correct direction, starting and finishing in the right place
9	Form capital letters
10	Form digits 0-9
11	Composing a sentence orally before writing it
12	Sequencing sentences to form short narratives
13	Read their writing aloud clearly enough to be heard by their peers and the teacher.
14	Leaving spaces between words
15	Joining words and joining clauses using "and"

# Year 2 Writing Key Objectives

## Taken from the National Curriculum

- 1 Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- 2 Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- 3 Learning the possessive apostrophe (singular)
- 4 Learning to spell more words with contracted forms
- 5 Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- 6 Form lower-case letters of the correct size relative to one another
- 7 Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- 8 Writing for different purposes
- 9 Read aloud what they have written with appropriate intonation to make the meaning clear
- 10 Expanded noun phrases to describe and specify
- 11 Sentences with different forms: statement, question, exclamation, command
- 12 The present and past tenses correctly and consistently including the progressive form
- 13 Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- 14 Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes...
- 15 (extended from 14)

# Year 3-4 Writing Key Objectives

## Taken from the National Curriculum

1	spell words that are often misspelt (Appendix 1)
2	Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
3	Use the first 2 or 3 letters of a word to check its spelling in a dictionary
4	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
5	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
6	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
7	Organising paragraphs around a theme
8	In narratives, creating settings, characters and plot
9	In non-narrative material, using simple organisational devices (headings & subheadings)
10	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
11	Proofread for spelling and punctuation errors
12	Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
13	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
14	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
15	Using conjunctions, adverbs and prepositions to express time and cause (and place)
16	Using fronted adverbials
17	Difference between plural and possessive -s
18	Standard English verb inflections (I did vs. I done)
19	Extended noun phrases, including with prepositions
20	Using and punctuating direct speech (including punctuation within and surrounding inverted commas)

# Year 5-6 Writing Key Objectives

## Taken from the National Curriculum

- 1 Spell some words with 'silent' letters
- 2 Continue to distinguish between homophones and other words which are often confused
- 3 Use dictionaries to check the spelling and meaning of words
- 4 Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- 5 Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- 6 In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- 7 Précising longer passages
- 8 Using a wide range of devices to build cohesion within and across paragraphs
- 9 Using further organisational and presentational devices to structure text and to guide the reader
- 10 Ensuring the consistent and correct use of tense throughout a piece of writing
- 11 Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- 12 Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
- 13 Use a thesaurus
- 14 Using expanded noun phrases to convey complicated information concisely
- 15 Using modal verbs or adverbs to indicate degrees of possibility
- 16 Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- 17 Converting nouns or adjectives into verbs
- 18 Devices to build cohesion, including adverbials of time, place and number
- 19 Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- 20 Using passive verbs to affect the presentation of information in a sentence
- 21 Using the perfect form of verbs to mark relationships of time and cause
- 22 Differences in informal and formal language
- 23 Further cohesive devices such as grammatical connections and adverbials
- 24 Use of ellipsis
- 25 Using commas to clarify meaning or avoid ambiguity in writing
- 26 Using brackets, dashes or commas to indicate parenthesis
- 27 Using hyphens to avoid ambiguity
- 28 Using semicolons, colons or dashes to mark boundaries between independent clauses
- 29 Using a colon to introduce a list
- 30 Punctuating bullet points consistently

