**Writing Key Objectives**

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| **Year 1** |
| * **leaving spaces between words** * **Joining words and joining clauses using and** * **Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark** * **Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’** |

| **Year 1: Detail of content to be introduced (statutory requirement)** | |
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| **Word** | Regular **plural** **noun** **suffixes** –*s* or –*es* [for example, *dog*, *dogs; wish*, *wishes*], including the effects of these suffixes on the meaning of the noun  **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*)  How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing*: *untie the boat*] |
| **Sentence** | How **words** can combine to make **sentences**  Joining **words** and joining **clauses** using *and* |
| **Text** | Sequencing **sentences** to form short narratives |
| **Punctuation** | Separation of **words** with spaces  Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**  Capital letters for names and for the personal **pronoun** *I* |
| **Terminology for pupils** | letter, capital letter  word, singular, plural  sentence  punctuation, full stop, question mark, exclamation mark |

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| **Year 2** |
| * **learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.** * **Sentences with different forms: statement, question, exclamation, command** * **Expanded noun phrases to describe and specify [for example, the blue butterfly]** * **The present and past tenses correctly and consistently including the progressive form** * **Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)** * **Some features of written Standard English** |

| **Year 2: Detail of content to be introduced (statutory requirement)** | |
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| **Word** | Formation of **nouns** using **suffixes** such as –*ness*, *–er* and by compounding [for example, *whiteboard*, *superman*]  Formation of **adjectives** using **suffixes** such as *–ful*, *–less*  (A fuller list of **suffixes** can be found on page 57 in the year 2 spelling section in English Appendix 1)  Use of the **suffixes** *–er*, *–est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs** |
| **Sentence** | **Subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*)  Expanded **noun** **phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*]  **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command |
| **Text** | Correct choice and consistent use of **present tense** and **past** **tense** throughout writing  Use of the **progressive** formof **verbs** in the **present** and **past** **tense** to mark actions in progress [for example, *she is drumming*, *he was* *shouting*] |
| **Punctuation** | Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**  Commas to separate items in a list  **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl’s name*] |
| **Terminology for pupils** | noun, noun phrase  statement, question, exclamation, command  compound, suffix  adjective, adverb, verb  tense (past, present)  apostrophe, comma |

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| **Year 3 - 4** |
| * **Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although** * **Using the present perfect form of verbs in contrast to the past tense** * **Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition** * **Using conjunctions, adverbs and prepositions to express time and cause  using fronted adverbials** * **Using commas after fronted adverbials** * **Indicating possession by using the possessive apostrophe with plural nouns** * **Using and punctuating direct speech** |

| **Year 3: Detail of content to be introduced (statutory requirement)** | |
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| **Word** | Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*]  Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*]  **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*] |
| **Sentence** | Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*],**adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*] |
| **Text** | Introduction to paragraphs as a way to group related material  Headings and sub-headings to aid presentation  Use of the **present** **perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*] |
| **Punctuation** | Introduction to inverted commas to **punctuate** direct speech |
| **Terminology for pupils** | preposition, conjunction  word family, prefix  clause, subordinate clause  direct speech  consonant, consonant letter vowel, vowel letter  inverted commas (or ‘speech marks’) |

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| **Year 5 - 6** |
| * **Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms** * **Using passive verbs to affect the presentation of information in a sentence** * **Using the perfect form of verbs to mark relationships of time and cause** * **Using expanded noun phrases to convey complicated information concisely** * **Using modal verbs or adverbs to indicate degrees of possibility** * **Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun** * **Using commas to clarify meaning or avoid ambiguity in writing** * **Using hyphens to avoid ambiguity** * **Using brackets, dashes or commas to indicate parenthesis** * **Using semi-colons, colons or dashes to mark boundaries between independent clauses** * **Using a colon to introduce a list** * **Punctuating bullet points consistently** |

| **Year 6: Detail of content to be introduced (statutory requirement)** | |
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| **Word** | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]  How words are related by meaning as synonyms and antonyms [for example, *big, large, little*]. |
| **Sentence** | Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].  The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He’s your friend*, *isn’t he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech] |
| **Text** | 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**  Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] |
| **Punctuation** | Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It’s raining; I’m fed up*]  Use of the colon to introduce a list and use of semi-colons within lists  **Punctuation** of bullet points to list information  How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*] |
| **Terminology for pupils** | subject, object  active, passive  synonym, antonym  ellipsis, hyphen, colon, semi-colon, bullet points |