

Primary Curriculum 2014



Key Objectives for Writing at Key Stages 1 and 2

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EYFS Writing Key Objectives

Taken from Statutory Framework for the Early Years Foundation Stage

- 1 Write recognisable letters, most of which are correctly formed.
- 2 Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- 3 Write simple phrases and sentences that can be read by others.
- 4 Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

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

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| 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

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| 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

