

# Primary Curriculum 2014



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

[www.primarycurriculum.me.uk](http://www.primarycurriculum.me.uk)

# 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 1 Writing Key Objectives

## Summarised form

1	Spell words using the standard phonemes
2	Spell common exception words
3	Spell the days of the week
4	Name the letters of the alphabet in order
5	Understand spelling rules for adding 's'
6	Use suffixes -ing, -ed, -er and -est
7	Sit and hold writing implement correctly
8	Begin to form lower-case letters correctly
9	Form capital letters
10	Form digits 0-9
11	Compose a sentence orally before writing
12	Sequence sentences to form short narratives
13	Read writing aloud audibly and clearly
14	Leave spaces between words
15	Join words and 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 2 Writing Key Objectives

## Summarised form

1	Break words into phonemes for spelling
2	Know some spellings which use variations of standard phonemes
3	Use the possessive apostrophe
4	Spell some words with contracted forms
5	Use suffixes to spell longer words, including -ment, -ness, -less, -ful, -ly
6	Form lower-case letters of the correct size relative to one another
7	Write capital letters of appropriate size
8	Write for different purposes
9	Read aloud using appropriate intonation
10	Use noun phrases
11	Use four main types of sentence appropriately
12	Use present and past tense correctly
13	Use some coordinating and subordinating conjunctions
14	Use appropriate demarcation punctuation
15	Use commas for lists

# 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 3-4 Writing Key Objectives

## Summarised form

1	Spell words which are often misspelt from the Y3-4 list
2	Use the possessive apostrophe accurately with plurals
3	Use a dictionary to check a spelling
4	Use appropriate handwriting joins, including choosing unjoined letters
5	Adopt the features of existing texts to shape own writing
6	Build sentences with varied vocabulary and structures
7	Organise paragraphs around a theme
8	Develop detail of characters, settings and plot in narratives
9	Use simple organisational devices in non-fiction
10	Suggest improvements to grammar and vocabulary
11	Proofread own work for spelling and punctuation errors
12	Read aloud using appropriate intonation, tone and volume
13	Use a range of conjunctions to extend sentences with more than one clause
14	Choose nouns and pronouns for clarity and cohesion
15	Use conjunctions, adverbs and prepositions to express time, cause & place
16	Use fronted adverbials
17	Understand the difference between plural and possessive '-s'
18	Recognise and use standard English verb inflections
19	Use extended noun phrases, including with prepositions
20	Use and punctuate direct speech correctly

# 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



# Year 5-6 Writing Key Objectives

## Summarised form

1	Spell some words with silent letters
2	Recognise and use spellings for homophones and other often-confused words
3	Use a dictionary to check spelling and meaning
4	Identify the audience and purpose before writing, and adapt accordingly
5	Select appropriate grammar and vocabulary to change or enhance meaning
6	Develop setting, atmosphere and character, including through dialogue
7	Précis longer passages
8	Use a range of cohesive devices
9	Use advanced organisational and presentational devices
10	Use the correct tense consistently throughout a piece of writing
11	Ensure correct subject and verb agreement
12	Perform compositions using appropriate intonation, volume and movement
13	Use a thesaurus
14	Use expanded noun phrases to convey complicated information concisely
15	Use modal verbs or adverbs to indicate degrees of possibility
16	Use relative clauses
17	Convert nouns or adjectives into verbs
18	Use adverbials of time, place and number for cohesion
19	Recognise vocabulary and structures that are appropriate for formal use
20	Use passive verbs to affect the presentation of information
21	Use the perfect form of verbs to mark relationships of time and cause
22	Recognise difference in informal and formal language
23	Use grammatical connections and adverbials for cohesion
24	Use ellipsis
25	Use commas to clarify meaning or avoid ambiguity
26	Use brackets, dashes and commas to indicate parenthesis
27	Use hyphens to avoid ambiguity
28	Use semi-colons, colons and dashes between independent clauses
29	Use a colon to introduce a list
30	Punctuate bullet points consistently

The objectives from the National Curriculum are used under Open Government Licence/  
Summarised statements are provided under a [Creative Commons Attribution-NonCommercial 3.0 Unported License](https://creativecommons.org/licenses/by-nc/3.0/).

**Michael Tidd, 2014**

