Writing Key Objectives

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)	
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

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)	
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 **Error! Bookmark not defined.** 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** form of **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

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)	
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')

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between **plural** and **possessive** –*s* Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, <u>*Later that day*</u>, *I heard the bad news*.]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
Punctuation	Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*] Use of commas after **fronted adverbials**
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

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 5: Detail of content to be introduced (statutory requirement)	
Word	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*] **Verb prefixes** [for example, *dis–, de–, mis–, over– and re–*]
Sentence	**Relative clauses** beginning with *who, which, where, when, whose, that,* or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*]
Text	Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Year 6: Detail of content to be introduced (statutory requirement)	
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