

Blakehill Writing Curriculum



Blakehill Primary School

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

Year 1 Writing Key Objectives

Spelling

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	Use letter names to distinguish between alternative spellings of the same sound
6	Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
7	Using –ing, –ed, –er and –est where no change is needed in the spelling of root words
8	Use the prefix un
9	Apply simple spelling rules and guidance as listed in English Appendix 1
10	Write from memory, simple sentences dictated by the teacher that include words using the common exception words used so far

Handwriting

11	Sit correctly at a table, holding a pencil comfortably and correctly
12	Begin to form lower-case letters in the correct direction, starting and finishing in the right place
13	Form capital letters
14	Form digits 0-9
15	Understand which letters belong to which handwriting 'families' (i.e. Letters that are formed in similar ways) and to practise these

Writing Composition

16	Say out loud what they are going to write about (planning)
17	Composing a sentence orally before writing it
18	Sequencing sentences to form short narratives
19	Re- reading what they have written to check that it makes sense
20	Discuss what they have written with their peers / the teacher
21	Read aloud their writing clearly enough to be heard by their peers/teacher

Vocabulary, Grammar and Punctuation

22	Leaving spaces between words
23	Joining words and joining clauses using "and"
24	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
25	Use a capital letter for names of people, places, days of the week and the person pronoun 'I'
26	Learn the grammar for year 1 in English (appendix 2)
27	Use grammatical terminology (English appendix 2)

Year 1 Writing Pupil Targets

Spelling

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	Use letter names for different spellings of the same sound
6	Understand spelling rules for adding 's' or 'es'
7	Use suffixes -ing, -ed, -er and -est
8	Use the prefix 'un'
9	Apply simple spelling rules (see appendix 1)
10	Write words from memory that the teacher says

Handwriting

11	Sit and hold writing implement correctly
12	Begin to form lower-case letters correctly
13	Form capital letters
14	Form digits 0-9
15	Understand which letters belong to which handwriting families

Writing Composition

16	Say out loud what I am going to write about
17	Compose a sentence orally before writing
18	Sequence sentences to form short narratives
19	Re read my writing aloud to check it makes sense
20	Discuss what I have written with my friend or my teacher
21	Read my writing aloud to my friends or my teacher

Vocabulary, Grammar and Punctuation

22	Leave spaces between words
23	Join words and clauses using 'and'
24	Begin to use capital letters, full stops, question marks and exclamation marks
25	Use a capital letter for names of people, place, days of the week and the person pronoun 'I'

Year 1 Writing Genres

Narrative	Non - narrative	Poetry
Narrative based on familiar stories including traditional and fairy stories	Recounts	Senses poems
Stories with familiar settings	Instructions	Pattern and rhyme including poems to perform
Stories with predictable and patterned language	Labels, lists and captions	

Year 1 content to be introduced

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

Year 2 Writing Key Objectives

Spelling

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	Learn to spell common exception words
4	Learning the possessive apostrophe (singular)
5	Distinguish between homophones and near homophones
6	Learning to spell more words with contracted forms
7	Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
8	Apply spelling rules and guidance, as listed in English Appendix 1
9	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Handwriting

10	Form lower-case letters of the correct size relative to one another
11	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
12	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
13	Use spacing between words that reflects the size of the letters

Writing Composition

14	Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes
15	Consider what they are going to write before beginning by: <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence
16	Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
17	Read aloud what they have written with appropriate intonation to make the meaning clear

Vocabulary, Grammar and Punctuation

18	Expanded noun phrases to describe and specify
19	Sentences with different forms: statement, question, exclamation, command
20	The present and past tenses correctly and consistently including the progressive form
21	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
22	Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes...

23	Some features of written standard English
24	The grammar for year 2 in English Appendix 2
25	Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2 Pupil Targets

Spelling

1	Break words into phonemes for spelling
2	Know some spellings which use variations of standard phonemes
3	Learn to spell common exception words
4	Use the possessive apostrophe
5	Recognise homophones
6	Spell some words with contracted forms
7	Use suffixes to spell longer words, including -ment, -ness, -less, -ful, -ly
8	Write from memory simple sentences dictated by the teacher

Handwriting

9	Form lower-case letters of the correct size relative to one another
10	Start to use diagonal and horizontal joins
11	Write capital letters of appropriate size
12	Use the correct spacing between words

Writing Composition

13	Write for different purposes
14	Read aloud using appropriate intonation
15	Use noun phrases
16	Think about what I want to say before I start writing
17	Re-read my work to make sure that it makes sense and correct my mistakes

Vocabulary, Grammar and Punctuation

18	Use four main types of sentence appropriately (statement, exclamation, question, command)
19	Use present and past tense correctly
20	Use some coordinating and subordinating conjunctions
21	Use appropriate demarcation punctuation (. , ! ?)
22	Use commas for lists

Year 2 Writing Genres

Narrative	Non - narrative	Poetry
Narratives based on familiar stories e.g. traditional stories with one or more elements changed e.g. next chapter, alternative ending.	Non-chronological reports	Poems to perform
	Letters	
Stories with familiar settings	Instructions for a real purpose with a sentence that addresses the reader at the end	Calligrams
Different stories by the same author	Recount	Poems based on simple structure

Year 2 content to be introduced

Year 2: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>

Year 2: Detail of content to be introduced (statutory requirement)	
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

Year 3 Writing Key Objectives

Spelling

1	Uses further prefixes and suffixes and understands how to add them (Appendix 1)
2	Shows knowledge of word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble).
3	Shows understanding of formation of nouns, using a range of prefixes (e.g. super-, anti-, auto-).
4	Spells further homophones.
5	Identifies commonly misspelt words and attempts to correct them. (See Appendix 1)
6	Understands how to place the apostrophe in words with regular plurals (e.g. girls', boys')
7	Uses the first two or three letters of a word to check its spelling in a dictionary.
8	Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

9	Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.
10	Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant.
11	Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Writing Composition

12	Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.
13	Discusses and records ideas.
14	Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures.
15	Makes some attempt to define paragraphs by organising ideas with related points placed next to each other. (e.g. one sentence paragraphs, or ideas loosely organised).
16	In narratives creates settings, characters and plot, with some attempt to elaborate on basic information or events (e.g. nouns expanded by simple adjectives).
17	In non-narrative material, uses simple organisational devices (e.g. headings and sub-headings).
18	Assesses the effectiveness of their own and others' writing and suggests improvements.
19	Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
20	Proof-reads for spelling and punctuation errors.
21	Reads aloud their own writing, to a group or the whole class, using appropriate intonation, and controls the tone and volume, so that the meaning is clear.

Vocabulary, Grammar and Punctuation

22	Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box).
23	Expresses time, place and cause using prepositions (e.g. before, after, during, in, because of).
24	Expresses time, place and cause using adverbs (e.g. then, next, soon, therefore).
25	Expresses time, place and cause using conjunctions (e.g. when, before, after, while, so, because).
26	Makes some use of the present perfect form of verbs, instead of the simple past (e.g. 'He has gone out to play', contrasted with, 'He went out to play').

27	Limited use of inverted commas to punctuate direct speech.
28	learning the grammar for year 3 in English Appendix 2

Year 3 Writing Targets

Spelling

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| 1 | Spell words which are often misspelt from the Y3-4 list |
| 2 | I can spell words using word families (e.g. solve/dissolve/solution) |
| 3 | Use a range of prefixes (super, anti, auto) |
| 4 | Spell harder homophones |
| 5 | Use the possessive apostrophe accurately with plurals |
| 6 | Use a dictionary to check a spelling |

Handwriting

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| 7 | Use appropriate handwriting joins, including choosing unjoined letters |
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Writing Composition

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| 8 | Write for different purposes/audiences |
| 9 | Build sentences with varied vocabulary and structures |
| 10 | Organise paragraphs around a theme |
| 11 | Develop detail of characters, settings and plot in narratives |
| 12 | Use simple organisational devices in non-fiction (bullet points, headings) |
| 13 | Suggest improvements to grammar and vocabulary |
| 14 | Proofread own work for spelling and punctuation errors |
| 15 | Read aloud using appropriate intonation, tone and volume |

Vocabulary, Grammar and Punctuation

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| 16 | Use a range of conjunctions to extend sentences with more than one clause |
| 17 | Choose nouns and pronouns for clarity and cohesion |
| 18 | Use conjunctions, adverbs and prepositions to express time, cause & place (before, after, next, because) |
| 19 | Use and punctuate direct speech correctly |
| 20 | Use the present perfect form of verbs (e.g. He has gone out to play.) |

Year 3 Writing Genres

Narrative	Non - narrative	Poetry
Myths and legends	Instructions	Poems to perform
Adventure stories/Quest stories	Reports	Shape poetry and calligrams
Stories with familiar settings	Information texts	Language play
Playscripts/dialogue		

Year 3 content to be introduced

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

Year 3: Detail of content to be introduced (statutory requirement)	
Terminology for pupils	<p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

Year 4 Writing Key Objectives

Spelling

1	Uses further prefixes and suffixes and understands how to add them (Appendix 1) the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
2	Spells further homophones.
3	Identifies commonly misspelt words and corrects them. (See Appendix 1)
4	Understands how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's).
5	Use the first two or three letters of a word to check its spelling in a dictionary.
6	Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

7	Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.
8	Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant.
9	Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Writing Composition

10	Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.
11	Discusses and records ideas.
12	Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures.
13	Organises paragraphs around a theme: paragraphs/ sections help to organise content.
14	In narratives creates settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases).
15	In non-narrative material, uses simple organisational devices (e.g. headings and sub-headings).
16	Assesses the effectiveness of their own and others' writing and suggests improvements.
17	Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
18	Proof-reads for errors in spelling and punctuation.
19	Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controls the tone and volume, so that the meaning is clear.

Vocabulary, Grammar and Punctuation

20	Understands the grammatical difference between plural and possessive –s
21	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
22	Most of the time uses appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').
23	Uses fronted adverbials (e.g. 'Later that day, I heard the bad news').
24	Uses expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).
25	Makes appropriate choice of pronoun or noun within and across sentences to aid clarity and cohesion and avoid repetition.
26	Uses paragraphs to organise ideas around a theme.

27	Uses commas after fronted adverbials (e.g. 'Later that day, I heard the bad news').
28	Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names).
29	Uses inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!").
30	Learning the grammar for year 4 in English Appendix 2

Year 4 Writing Targets

Spelling

1	Spell words which are often misspelt from the Y3-4 list
2	Be able to spell homophone
3	Use the possessive apostrophe accurately with plurals
4	Use a dictionary to check a spelling

Handwriting

5	Use appropriate handwriting joins, including choosing unjoined letters
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Writing Composition

6	Adopt the features of existing texts to shape own writing
7	Build sentences with varied vocabulary and structures
8	Organise paragraphs around a theme
9	Develop detail of characters, settings and plot in narratives
10	Use simple organisational devices in non-fiction
11	Suggest improvements to grammar and vocabulary
12	Proofread own work for spelling and punctuation errors
13	Read aloud using appropriate intonation, tone and volume

Vocabulary, Grammar and Punctuation

14	Use a range of conjunctions to extend sentences with more than one clause
15	Choose nouns and pronouns for clarity and cohesion
16	Use conjunctions, adverbs and prepositions to express time, cause & place
17	Use fronted adverbials
18	Use commas after fronted adverbials
19	Understand the difference between plural and possessive '-s'
20	Recognise and use standard English verb inflections (I did not I done) (I was not I were)
21	Use extended noun phrases, including with prepositions
22	Use and punctuate direct speech correctly

Year 4 Writing Genres

Narrative	Non - narrative	Poetry
Stories with historical settings	Recounts - newspapers	Poems to perform
Fantasy/science fiction stories	Persuasion – advert/leaflet	Creating images
Stories with issues/dilemmas	Explanation	Exploring form e.g. haiku, cinquain, kenning

Year 4 content to be introduced

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, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
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: <i>The conductor shouted, “Sit down!”</i>] Apostrophes to mark plural possession [for example, <i>the girl’s name</i> , <i>the girls’ names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

Year 5 Writing Key Objectives

Spelling

1	Use further prefixes and suffixes and understand the guidelines for adding them (appendix 1)
2	Spell some words with 'silent' letters (e.g. knight, psalm solemn)
3	Continue to distinguish between homophones and other words which are often confused
4	Use knowledge or morphology and etymology in spelling and understand that the spelling of some words need to be learned specifically as listed in appendix 1
5	Use dictionaries to check the spelling and meaning of words
6	Use a thesaurus
7	Knowledge of verb prefixes (dis-, de-, mis-, over- and re-)
8	Understand how to convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ice, -ify)

Handwriting

9	Write legibly, fluently and with increasing speed
10	Decide as part of their personal style whether or not to join specific letters

Writing Composition

11	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
12	Make notes and develop initial ideas, drawing on research and reading where necessary
13	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
14	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
15	Using a wide range of devices to build cohesion within and across paragraphs (e.g. fronted adverbials, use of pronouns etc.)
16	Using further organisational and presentational devices to structure text and to guide the reader
17	Assess the effectiveness of their own/others writing
18	Ensuring the consistent and correct use of tense throughout a piece of writing
19	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
20	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
	Proof read for errors in spelling and punctuation

Vocabulary, Grammar and Punctuation

21	Using modal verbs or adverbs to indicate degrees of possibility
22	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
23	Use a range of linking ideas across paragraphs(adverbials of time, place or number or tense choice)
24	Use a range of devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly)
25	Using commas to clarify meaning or avoid ambiguity in writing
26	Using brackets, dashes or commas to indicate parenthesis

Year 5 Writing Targets

Spelling

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|---|---|
| 1 | Use prefixes and suffixes |
| 2 | Spell some words with silent letters |
| 3 | Recognise and use spellings for homophones and other often-confused words |
| 4 | Use a dictionary to check spelling and meaning |
| 5 | Use a thesaurus |

Handwriting

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|---|---|
| 6 | Write legibly, fluently and with increasing speed |
| 7 | Use own personal handwriting style |

Writing Composition

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|----|---|
| 8 | Identify the audience and purpose before writing, and adapt accordingly |
| 9 | Make notes from research and reading to develop ideas |
| 10 | Select appropriate grammar and vocabulary to change or enhance meaning |
| 11 | Develop setting, atmosphere and character, including through dialogue |
| 12 | Use a range of cohesive devices |
| 13 | Use advanced organisational and presentational devices |
| 14 | Assess the effectiveness of my own/others writing |
| 15 | Use the correct tense consistently throughout a piece of writing |
| 16 | Ensure correct subject and verb agreement |
| 17 | Change vocabulary, grammar and punctuation to enhance effects and clarify meaning |
| 18 | Proof read for errors in spelling and punctuation |

Vocabulary, Grammar and Punctuation

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|----|---|
| 19 | Use modal verbs or adverbs to indicate degrees of possibility |
| 20 | Use relative clauses |
| 21 | Link ideas across paragraphs |
| 22 | Link ideas within paragraphs |
| 23 | Use commas to clarify meaning or avoid ambiguity |
| 24 | Convert nouns or adjectives into verbs |
| 25 | Use brackets, dashes and commas to indicate parenthesis |

Year 5 Writing Genres

Narrative	Non - narrative	Poetry
Narrative told from different viewpoints/ with different voices or re-purposing narrative as a play script or internal monologue	Recount biography/autobiography	Poems to perform
Flashbacks	Non chronological comparative report	Narrative poems
Myths and legends	Persuasion (one point of view	Poems based on a model/word play

Year 5 content to be introduced

Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>] Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>]
Sentence	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> 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 Writing Key Objectives

Spelling

1	Uses further prefixes and suffixes and understands the guidelines for adding them.
2	Spell some words with 'silent' letters
3	Continue to distinguish between homophones and other words which are often confused
4	Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1.
5	Use dictionaries to check the spelling and meaning of words
6	Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
7	Uses a thesaurus.

Handwriting

8	Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.
9	Decides, as part of their personal style, whether or not to join specific letters.
10	Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).

Writing Composition

11	When developing characters and settings for a narrative, the pupil considers, and makes use of, what has been learned from their experience of reading, listening to and watching the work of real authors.
12	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
13	Makes notes and develops initial ideas, drawing on reading and research where necessary.
14	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
15	In narratives, uses imaginative description of settings, convincing characterisation and a range of stylistic devices to develop atmosphere.
16	Integrates dialogue to convey character and advance the action.
17	Using a wide range of devices to build cohesion within and across paragraphs
18	Can shape and précis longer passages to adapt material appropriately for selected form.
19	Using further organisational and presentational devices to structure text and to guide the reader
20	Within paragraphs, cohesive devices contribute to emphasis and effect, (e.g. adverbials as sentence starters).
21	Ensuring the consistent and correct use of tense throughout a piece of writing
22	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
23	Assesses the effectiveness of their own and others' writing.
24	Proof-reads effectively for spelling and punctuation errors.
25	Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Vocabulary, Grammar and Spelling

26	Shows knowledge of how words are related by meaning as synonyms and antonyms (e.g. big, large, little)
27	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
28	Uses the passive voice to affect the presentation of information in a sentence (e.g. 'I

	had broken the window in the greenhouse' versus 'The window in the greenhouse had been broken).
29	Recognises and uses different structures typical of informal speech and structures appropriate for formal speech and writing (e.g. 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).
30	Uses linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as : 'on the other hand', 'in contrast', or 'as a consequence') and ellipsis.
31	Use of layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text).
32	Uses the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up).
33	Uses the colon to introduce a list and uses semi-colons within lists.
34	Punctuates bullet points when listing information.
35	Shows knowledge of how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark', or 'recover' versus 're-cover').
36	Using expanded noun phrases to convey complicated information concisely

Year 6 Writing Targets

Spelling

- 1 Use prefixes and suffixes
- 2 Spell some words with silent letters
- 3 Recognise and use spellings for homophones and other often-confused words
- 4 Use a dictionary to check spelling and meaning

Handwriting

- 5 Be able to write using a personal style

Writing Composition

- 6 Identify the audience and purpose before writing, and adapt accordingly
- 7 Be able to research and make notes before writing
- 8 Select appropriate grammar and vocabulary to change or enhance meaning
- 9 Develop setting, atmosphere and character, including through dialogue
- 10 Précis longer passages
- 11 Use a range of cohesive devices
- 12 Use advanced organisational and presentational devices
- 13 Use the correct tense consistently throughout a piece of writing
- 14 Ensure correct subject and verb agreement

Vocabulary, Grammar and Punctuation

- 15 Use expanded noun phrases to convey complicated information concisely
- 16 Use adverbials of time, place and number for cohesion
- 17 Recognise vocabulary and structures that are appropriate for formal use
- 18 Use passive verbs to affect the presentation of information
- 19 Use the perfect form of verbs to mark relationships of time and cause
- 20 Recognise difference in informal and formal language
- 21 Use grammatical connections and adverbials for cohesion
- 22 Use ellipsis
- 23 Use commas to clarify meaning or avoid ambiguity
- 24 Use hyphens to avoid ambiguity
- 25 Use semi-colons, colons and dashes between independent clauses
- 26 Use a colon to introduce a list
- 27 Punctuate bullet points consistently

Year 6 Writing Genres

Narrative	Non - narrative	Poetry
Narrative structure and technique adapted according to the type e.g. suspense, traditional	Journalistic writing	Poems to perform
Horror stories	Discussion/balanced argument	Different poetic forms including Shakespearean blank verse
Classic stories	Comparative report	Personification/imagery
Mysteries	Formal and informal writing e.g. letters	

Year 6 content to be introduced

Year 6: Detail of content to be introduced (statutory requirement)	
Text	<p>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 <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>