

Boscastle and Port Isaac Schools Writing Objectives

	Transcription (Spelling)	Handwriting and Presentation	Composition (Structure, Layout, and Organisation)	Vocabulary, Grammar and Punctuation
Year 1	<ul style="list-style-type: none"> ▪ spell: <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words • the days of the week ▪ name the letters of the alphabet: <ul style="list-style-type: none"> • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound ▪ add prefixes and suffixes: <ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ▪ apply simple spelling rules and guidance, as listed in national curriculum English Appendix 1 <ul style="list-style-type: none"> ▪ write from memory simple sentences dictated by the teacher that include the phonically regular and common exception words taught so far. 	<ul style="list-style-type: none"> ▪ sit correctly at a table, holding a pencil comfortably and correctly ▪ begin to form lower-case letters in the correct direction, starting and finishing in the right place ▪ form capital letters ▪ form digits 0-9 ▪ understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<p>Plan</p> <ul style="list-style-type: none"> ▪ saying out loud what they are going to write about ▪ composing a sentence orally before writing it <p>Write</p> <ul style="list-style-type: none"> ▪ sequencing sentences to form short narratives ▪ re-reading what they have written to check that it makes sense <p>Evaluate/Edit</p> <ul style="list-style-type: none"> ▪ discuss what they have written with the teacher or other pupils ▪ read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Word Level</p> <ul style="list-style-type: none"> • use plurals, suffixes, prefixes linked to changing meaning of nouns, verbs and adjectives <p>Sentence Level</p> <ul style="list-style-type: none"> ▪ leave spaces between words ▪ join words and joining clauses using <i>and</i> <p>Text Level</p> <ul style="list-style-type: none"> • Sequence sentences to form short narratives <p>Punctuation</p> <ul style="list-style-type: none"> ▪ begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ▪ use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ <p>Terminology</p> <ul style="list-style-type: none"> ▪ use the grammatical terminology in discussing their writing: letter, Capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation
Year 2	<ul style="list-style-type: none"> • Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ▪ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ▪ learning to spell common exception words <ul style="list-style-type: none"> ▪ learning to spell more words with contracted forms ▪ learning the possessive apostrophe (singular) [for example, the girl’s book] ▪ distinguishing between homophones and near-homophones ▪ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly ▪ write from memory simple sentences dictated by the teacher that include words using the GPCs, common 	<ul style="list-style-type: none"> ▪ form lower-case letters of the correct size relative to one another ▪ 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 ▪ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ▪ use spacing between words that reflects the size of the letters. 	<p>Develop positive attitudes towards and stamina for writing by:</p> <p>Plan</p> <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 <p>Write</p> <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 <p>Evaluate/Edit</p> <ul style="list-style-type: none"> ▪ 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] 	<p>Word Level</p> <ul style="list-style-type: none"> ▪ formation of nouns using suffixes e.g. –ness, –er. ▪ formation of adjectives using suffixes e.g. –er, –est ▪ use of –ly to turn adjectives into adverbs ▪ use compound words e.g whiteboard <p>Sentence Level</p> <ul style="list-style-type: none"> ▪ learn sentences with different forms: statement, question, exclamation, command ▪ understand subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p>Text Level</p> <ul style="list-style-type: none"> ▪ write expanded noun phrases to describe and specify objects, people and places [for example, the blue butterfly] ▪ use the present and past tenses correctly and consistently including the progressive form ▪ understand some features of written Standard English <p>Punctuation</p> <ul style="list-style-type: none"> ▪ learn 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 (singular) <p>Terminology</p>

	exception words and punctuation taught so far.		<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> use and understand the grammatical terminology in discussing their writing: noun, noun phrase ,statement, question, exclamation, command, compound, suffix ,adjective, adverb, verb ,tense (past, present) ,apostrophe, comma
Year 3/4	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them spell further homophones spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> 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 increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Plan</p> <ul style="list-style-type: none"> discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discuss and recording ideas <p>Write</p> <ul style="list-style-type: none"> compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate/Edit</p> <ul style="list-style-type: none"> assess the effectiveness of their own and others' writing and suggesting improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Word Level</p> <ul style="list-style-type: none"> use the present perfect form of verbs in contrast to the past tense <p>Sentence Level</p> <ul style="list-style-type: none"> extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although <p>Text Level</p> <ul style="list-style-type: none"> choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition use conjunctions, adverbs and prepositions to express time and cause <p>Punctuation</p> <ul style="list-style-type: none"> use commas after fronted adverbials e.g. before we begin, make sure you have a pencil. indicate possession by using the possessive apostrophe with plural nouns use and punctuate direct speech <p>Terminology</p> <ul style="list-style-type: none"> use and understand the grammatical terminology accurately and appropriately when discussing their writing.
Year 5/6	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. 	<ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. 	<p>Plan</p> <ul style="list-style-type: none"> identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own note and develop initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and Write</p> <ul style="list-style-type: none"> select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate /Edit</p> <ul style="list-style-type: none"> assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors 	<p>Word Level</p> <ul style="list-style-type: none"> use modal verbs or adverbs to indicate degrees of possibility <p>Sentence Level</p> <ul style="list-style-type: none"> use passive verbs to affect the presentation of information in a sentence use the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <p>recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Punctuation</p> <ul style="list-style-type: none"> use commas to clarify meaning or avoid ambiguity in writing use hyphens to avoid ambiguity use brackets, dashes or commas to indicate parenthesis use semi-colons, colons or dashes to mark boundaries between independent clauses use a colon to introduce a list punctuate bullet points consistently <p>Terminology</p> <ul style="list-style-type: none"> use and understand grammatical terminology in accurately and appropriately in discussing their writing and reading. modal verb, relative pronoun <p>relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>

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