



Writing

**St. Mary’s Catholic Primary School, Buckfast.**

**Key Objectives for Writing. Year 1-6.**

Year 1 Writing - Key Objectives

1. Spell words containing each of the 40+ phonemes taught.
2. Spell common exception words.

Writing

1. Spell the days of the week.
2. Name the letters of the alphabet in order.
3. Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.
4. Using –ing, –ed, –er and –est where no change is needed in the spelling of root words.
5. Sit correctly at a table, holding a pencil comfortably and correctly.
6. Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
7. Form capital letters.
8. Form digits 0-9.
9. Composing a sentence orally before writing it.
10. Sequencing sentences to form short narratives.
11. Read their writing aloud clearly enough to be heard by their peers and the teacher.
12. A colorful stained glass window with a person and child

    Description automatically generatedLeaving spaces between words 15 Joining words and joining clauses using “and”.

Year 2 Writing - Key Objectives

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.

Writing

1. Learning the possessive apostrophe (singular).
2. Learning to spell more words with contracted forms.
3. Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.
4. Form lower-case letters of the correct size relative to one another.
5. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
6. Writing for different purposes.
7. Read aloud what they have written with appropriate intonation to make the meaning clear.
8. Expanded noun phrases to describe and specify.
9. Sentences with different forms: statement, question, exclamation, command.
10. The present and past tenses correctly and consistently including the progressive form.
11. Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
12. A colorful stained glass window with a person and child

    Description automatically generatedLearning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes.

Year 3-4 Writing - Key Objectives

1. Spell words that are often misspelt.
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.

Writing

1. 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.
2. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
3. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
4. Organising paragraphs around a theme.
5. In narratives, creating settings, characters and plot.
6. In non-narrative material, using simple organisational devices (headings & subheadings).
7. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
8. Proofread for spelling and punctuation errors.
9. 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.
10. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
11. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
12. Using conjunctions, adverbs and prepositions to express time and cause (and place).
13. Using fronted adverbials.
14. Difference between plural and possessive-s.
15. A colorful stained glass window with a person and child

    Description automatically generatedStandard English verb inflections (I did vs. I done).
16. Extended noun phrases, including with prepositions.
17. Using and punctuating direct speech (including punctuation within and surrounding inverted commas).

Year 5-6 Writing - Key Objectives

* 1. Spell words that are often misspelt.
  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.

Writing

* 1. 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.
  2. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
  3. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
  4. Organising paragraphs around a theme.
  5. In narratives, creating settings, characters and plot.
  6. In non-narrative material, using simple organisational devices (headings & subheadings).
  7. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
  8. Proofread for spelling and punctuation errors.
  9. 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.
  10. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
  11. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
  12. Using conjunctions, adverbs and prepositions to express time and cause (and place).
  13. A colorful stained glass window with a person and child

      Description automatically generatedUsing fronted adverbials.
  14. Difference between plural and possessive-s.
  15. Standard English verb inflections (I did vs. I done).
  16. Extended noun phrases, including with prepositions.
  17. Using and punctuating direct speech (including punctuation within and surrounding inverted commas).