

**Key Stage 1- English Writing Objectives**

		<b>Year 1</b>	<b>Year 2</b>
<b>Vocabulary, grammar and punctuation</b>	<b>Word</b>	<p>When teaching word objectives, check with Year 1 Spelling Sheet for spelling rules which may link. Check Year 1 terminology and ensure children understand grammatical terms such as a “noun” before teaching word/spelling related objectives.</p> <p>Understand and use:</p> <ol style="list-style-type: none"> <li>1. Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</li> <li>2. <b>Suffixes</b> that can be added to <b>verbs and adjectives</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper, grander, fresher</i>)</li> <li>3. How the <b>prefix un-</b> changes the meaning of <b>verbs and adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i>]</li> </ol>	<p>When teaching word objectives, check with Year 2 Spelling Sheet for spelling rules which may link (more examples of suffixes can be found on the spelling sheet). Revise and check Year 1 and 2 terminology and ensure children understand grammatical terms such as a “suffix” before teaching word/spelling related objectives.</p> <p>Understand that applying suffixes changes the meaning and grammatical purpose of a word, including:</p> <ol style="list-style-type: none"> <li>1. Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i>]</li> <li>2. Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less</li> <li>3. Use of the <b>suffixes –er, –est</b> in <b>adjectives</b></li> <li>4. The use of –ly in Standard English to turn adjectives into <b>adverbs</b></li> </ol>
	<b>Sentence</b>	<p>Write simple sentences:</p> <ol style="list-style-type: none"> <li>1. Combine words to make simple sentences.</li> <li>2. Join clauses using “and”</li> </ol>	<p>Know and use different types of sentences:</p> <ol style="list-style-type: none"> <li>1. Know how the grammatical patterns in a sentence indicate its function as a: <ol style="list-style-type: none"> <li>a. statement</li> <li>b. question</li> <li>c. exclamation</li> <li>d. command</li> </ol> </li> <li>2. Use co-ordination to join clauses using “or” “but”</li> <li>3. Use subordination to join main and subordinate clauses using, “when” “if” “that” “because”</li> <li>4. Use expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man on the moon)</li> <li>5. Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</li> </ol>
	<b>Text</b>	<p>Independently:</p> <ol style="list-style-type: none"> <li>1. Show evidence of some text features (e.g. story language “Once upon a time... in a story)</li> <li>2. Make simple connections around an idea, topic or theme to form short texts.</li> </ol>	<p>Independently:</p> <ol style="list-style-type: none"> <li>1. Use text features of particular text types (so that the text type is identifiable at a basic level) : <ol style="list-style-type: none"> <li>a. Choose and sustain the appropriate <b>tense</b> throughout writing.</li> <li>b. Write complete texts, which show openings and closings.</li> <li>c. Ideas related by content grouped next to one another.</li> </ol> </li> </ol>
	<b>Punctuation</b>	<p>When writing independently:</p> <ol style="list-style-type: none"> <li>1. Separate <b>words</b> with spaces.</li> <li>2. Mostly accurate use of: <ol style="list-style-type: none"> <li>a. Capital letters at the start of sentences</li> <li>b. Full stops at the end of sentences</li> </ol> </li> </ol>	<p>When writing independently, show mostly accurate use of:</p> <ol style="list-style-type: none"> <li>1.a. Capital letters for proper nouns</li> <li>b. Question marks</li> <li>c. Exclamation marks</li> <li>d. Commas to separate items in a list</li> <li>2. Apostrophes to mark where letters are missing in spelling (contractions) and to mark singular possession in nouns [for example, <i>the girl's name</i>]</li> </ol>
	<b>Terminology</b>	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, verb, adjective, suffix, prefix</p>	<p>statement, question, exclamation, command, compound, adverb, tense (past, present) apostrophe (in contractions and for singular possession), comma, subordinate clause, proper nouns</p>
<b>Composition</b>	<p>Plan by:</p> <ol style="list-style-type: none"> <li>1. Saying out loud what they are going to write about</li> <li>2. Compose a sentence orally before writing it</li> </ol> <p>Develop an ability to write a range of text types and for a variety of purposes by:</p> <ol style="list-style-type: none"> <li>1. Using words related to the topic</li> <li>2. Using some descriptive language (e.g. colour, size, simple emotion)</li> <li>3. Using some text features (e.g. list of ingredients in a set of instructions)</li> <li>4. Write short texts which fit to a task.</li> </ol> <p>Edit by:</p> <ol style="list-style-type: none"> <li>1. Re-reading what they have written to check that it makes sense.</li> <li>2. Discuss what they have written with the teacher or other pupils.</li> </ol>	<p>Plan by:</p> <ol style="list-style-type: none"> <li>1. Writing down ideas and/or key words, including new vocabulary</li> </ol> <p>Develop an ability to write a range of text types and for a variety of purposes by:</p> <ol style="list-style-type: none"> <li>1. Including relevant ideas and content</li> <li>2. Some appropriate word choices used to create interest</li> <li>3. Some attempt to elaborate on basic information or events (e.g. nouns expanded by simple adjectives)</li> <li>4. Some basic purpose established and appropriate features used</li> <li>5. Write complete texts which fit to a task.</li> </ol> <p>Edit by:</p> <ol style="list-style-type: none"> <li>1. Evaluating their writing with the teacher and other pupils</li> <li>2. Re-reading to check that their writing makes (in relation to the skills taught)</li> <li>3. Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ol>	
	<b>Handwriting</b>	<p>Independently:</p> <ol style="list-style-type: none"> <li>1. Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>2. Form lower-case letters in the correct direction, starting and finishing in the right place (may be inconsistent in size in relation to each other).</li> <li>3. Form capital letters.</li> <li>4. Form digits 0-9.</li> <li>5. Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ol>	<p>Independently:</p> <ol style="list-style-type: none"> <li>1. Form lower-case letters of the correct size relative to one another.</li> <li>2. Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>3. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>4. Use spacing between words that reflects the size of the letters.</li> </ol>