

National Curriculum Aims and Objectives - Writing

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language. In writing, pupils should learn both transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing).

Pupils will explore, plan and write a range of genres.

Progression of Skills in Writing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling Rules	<p>Use some of their print and letter knowledge in their early writing.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>To write some irregular common words.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even</p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones</p> <p>To apply further Y2 spelling rules and guidance</p>	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey'</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words</p> <p>To spell words with a/k/ sound spelt with 'ch'</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'</p> <p>To spell words with a /sh/ sound spelt with 'ch'</p> <p>To spell words with a short /u/ sound spelt with 'ou'</p> <p>To spell words ending with the /zher/ sound</p>	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit'</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root,</p> <p>To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs',</p> <p>To spell words with the/s/ sound spelt with 'sc'</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious</p> <p>To spell words with 'silent' letters</p> <p>To spell words containing the letter string 'ough'</p>	<p>To spell words ending in -able and -ably).</p> <p>To spell words ending in -ible and -ibly</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial'</p>

		if sometimes incorrect. To apply Y1 spelling rules and guidance					
		To spell all Y1 common exception words correctly. To spell days of the week correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.
Spelling and exception words		<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words</p> <p>To spell simple compound words</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p> <p>To spell more words with contracted forms,</p> <p>To learn the possessive singular apostrophe</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for</p>	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable,</p> <p>To spell words with added suffixes</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non-</p> <p>To form nouns with the suffix -ation</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule</p> <p>To spell words that use the possessive apostrophe with plural words, including irregular plurals</p> <p>To use their spelling knowledge to use a</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate.</p> <p>To convert nouns or adjectives into verbs using the suffix -ise</p> <p>To convert nouns or adjectives into verbs using the suffix -ify</p> <p>To convert nouns or adjectives into verbs using the suffix -en</p> <p>To spell complex homophones and near-homophones,</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer</p> <p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy</p> <p>To spell words that contain hyphens</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some</p>

			<p>both for single-syllable and multi-syllabic words.</p> <p>To self-correct misspellings</p>	<p>beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable,</p> <p>To spell some more complex homophones and near-homophones.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>dictionary more efficiently.</p>	<p>words need to be learnt specifically. Touse dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
<p>Planning and writing for a purpose</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some letters accurately.</p> <p>Begin to develop complex stories using small world equipment.</p> <p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To write simple poems</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions</p>	<p>Throughout KS2, pupils will continue to plan and rehearse what they plan to write by accessing new vocabulary, learning and recapping sentence types, practising sentence level skills, learning appropriate grammar conventions and orally rehearsing their ideas.</p> <p>Sequencing and pictorial representations will remain a crucial part of this writing process.</p> <p>Pupils will build their skills in using paragraphs and other organisational devices to make their writing clear to the audience.</p> <p>Proofreading and editing will become more detailed and increasingly independent.</p>		

<p>some detail</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Use new vocabulary in different contexts.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Develop storylines in their pretend play.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and</p>		<p>and corrections to their own writing by evaluating their writing.</p> <p>To reread to check that their writing makes sense and to proofread to check for errors in spelling, grammar and punctuation.</p>	
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	recount narratives and stories.						
Writing Structure	<p>Use a wider range of vocabulary.</p> <p>Can start a conversation with an adult or a friend and continue it</p> <p>Use new vocabulary throughout the day.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives for description.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well- structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>

Grammar	<p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals.</p> <p>Use new vocabulary throughout the day.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences.</p>	<p>To use simple sentence structures</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>
Sentence Construction	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a</p>	<p>To use 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p> <p>To use capital letters for names, places, the</p>	<p>To use co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions,</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p>

	<p>range of connectives.</p>	<p>days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</p>	<p>including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> <p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition,</p> <p>To punctuate direct speech, including a comma after the reporting clause.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>adverbials, place adverbials and number.</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns),</p> <p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To use the passive voice.</p> <p>To use questions in informal writing.</p> <p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
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