

Key Stage 1- English Writing Objectives

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