Walverden Primary School

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 written word. The national curriculum for English aims to ensure that all pupils writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Handwriting, grammar, punctuation and spelling also come under the writing umbrella.

	EYFS	Year 1	Year 2	Year 3/4	Year 5/6

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Phonic and whole word spelling	• uses phonic knowledge to write words in ways in which match spoken sounds • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet.	• spelling words containing each of the 40+ phonemes taught • spelling common exception words • spelling the days of the week • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • To spell simple compound words (e.g. dustbin, football).	• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learning some words with each spelling, including a few common homophones • spelling common exception words • distinguishing between homophones and near-homophones	• spelling further homophones • spelling words that are often misspelt (See NC appendix 1)	• spelling some words with 'silent' letters • continuing to distinguish between homophones and other words which are often confused • using knowledge of morphology and etymology in spelling and understanding that the spelling of some words need to be learnt specifically, as listed in NC Appendix 1

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Other word building spelling	• writing some irregular common words	• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • spelling words with the prefix un • spelling words with the suffix –ing, –ed, –er and –est where no change is needed in the spelling of root words • applying simple spelling rules and guidance from NC Appendix 1	• spelling words using the possessive apostrophe (singular) • spelling more words with contracted forms • adding suffixes to spelling longer words, including –ment, –ness, –ful, –less, –ly • applying spelling rules and guidelines from NC Appendix 1	• using further prefixes and suffixes and understand how to add them • placing the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • using the first 2 or 3 letters of a word to check its spelling in a dictionary	• using further prefixes and suffixes and understand the guidance for adding them • using dictionaries to check the spelling and meaning of words • using the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus
Transcription		• writing from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	• writing from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far	• writing from memory simple sentences dictated by the teacher that include words and punctuation taught so far	

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Handwriting	• Begins to form recognisable letter • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	• 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 • understanding which letters belong to which handwriting 'families' and to practise these	• forming lower-case letters of the correct size relative to one another • starting to use some of the diagonal and horizontal strokes needed to join letters, understanding which letters, when adjacent to one another, are best left unjoined • writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • using spacing between words that reflects the size of the letters	• using the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increasing the legibility, consistency and quality of their handwriting	• 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
Contexts for writing			• writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes	• discussing writing similar to that which they are planning to writing in order to understand and learning from its structure, vocabulary and grammar • To write a range of narratives that are well-structured and well-paced	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

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Planning writing		• saying out loud what they are going to be writing about • compose a sentence orally before writing it • to use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choice.	• planning or saying out loud what they are going to be writing about	• discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	• noting and developing initial ideas, drawing on reading and research where necessary
Drafting writing	• writing simple sentences that can be read by themselves and others, with some words spelt correctly and others phonetically plausible	• sequencing sentences to form short narratives • re-reading what has been written to check that it makes sense • To start to engage readers by using adjectives to describe	• writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence	• organising paragraphs around a theme • in narratives, creating settings, characters and plot • to make deliberate ambitious word choices to add detail • in non-narrative material, using simple organisational devices (headings & subheadings)	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader

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Editing writing		• discussing what has been written with the teacher or other pupils	• evaluating writing with the teacher and other pupils • re-reading to check that 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	• assessing the effectiveness of own and others' writing, suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate using of pronouns in sentences • proof-read for spelling and punctuation errors	• assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct using of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-reading for spelling and punctuation errors
Performing writing		• reading writing aloud clearly enough to be heard by their peers and the teacher	• reading aloud what has been written with appropriate intonation to make the meaning clear	• reading 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	• performing own compositions, using appropriate intonation, volume, and movement so that meaning is clear

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Grammar	• separating words with spaces	• using regular plural noun suffixes (-s, -es) • using verb suffixes where root word is unchanged (-ing, -ed, -er) • using the un- prefix to change meaning of adjectives/adverbs • combining words to make sentences, including using and sequencing sentences to form short narratives • separating words with spaces • to use simple sentence structures • to begin to form simple compound sentences	• using sentences with different forms: statement, question, exclamation, command • using the present and past tenses correctly and consistently including the progressive form • using subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • using some features of written Standard English • using suffixes to form new words (-ful, -er, -ness) • using expanded noun phrases to describe ad specify	• using the present perfect form of verbs in contrast to the past tense • forming nouns using prefixes (super-, anti-) • using the correct form of 'a' or 'an' • using word families based on common words (solve, solution, dissolve, insoluble) • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place)	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion, avoiding repetition using fronted adverbials • understanding the difference between plural and possessive –s • using standard English verb inflections (I did vs I done) • using extended noun phrases, including with prepositions	• using a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • converting nouns or adjectives into verbs • using verb prefixes • using devices to build cohesion, including adverbials of time, place and number	• using vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • recognising differences in informal and formal language • understanding synonyms and antonyms • using further cohesive devices such as grammatical connections and adverbials • using ellipsis

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Punctuation	• Leave spaces between words	• Leave spaces between words • Join words and join sentences using 'and' • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	• using 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)	• using and punctuating direct speech (i.e. Inverted commas)	• using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuate direct speech (including punctuation within and surrounding inverted commas)	• using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis	• using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list, punctuating bullet points consistently
Grammatical Terminology		• letter • capital letter • word • singular • plural • sentence • punctuation • full stop • question mark • exclamation mark	• noun • noun phrase • statement • question • exclamation • command • compound • adjective • verb • suffix • adverb • tense (past, present) • apostrophe • comma	• adverb • preposition • conjunction • word family • prefix • clause • subordinate clause • direct speech • consonant • consonant • vowel • inverted commas (or 'speech marks')	• determiner • pronoun • possessive pronoun • adverbial	• modal verb • relative pronoun • relative clause • parenthesis • bracket • dash • cohesion • ambiguity	• subject • object • active, • Passive • Synonym • Antonym • Ellipsis • Hyphen • Colon • semi-colon • bullet points