

Year Group Specific Objectives

**Y1 Vocabulary, grammar and punctuation**

- Use finger spaces between words
- Use 'and' to join clauses
- Begin to punctuate sentences using capital letters
- Begin to use ?
- Begin to use !
- Use capital letters for people, places, days of the week and I

**Y1 Composition**

- Say out loud what I am going to write about (planning/ discussion)
- Compose a sentence orally before writing it (oral rehearsal)
- Sequence sentences
- Re-read what I've written to check that it makes sense

**Y1 Spelling**

- See knowledge organiser for common exception words and words containing 40+ phonemes already taught and Y1 terminology to be introduced
- Use -s or -es for plurals of nouns
- Use ing, ed, er, est endings on root words where no change in spelling is needed
- Use the prefix un to change the meaning of verbs and adjectives
- Write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

**Y1 Handwriting and presentation**

- Begin to form lower case letters in the correct direction (see 'families')
- Form capital letters

Year Group Specific Objectives

**Y2 Vocabulary, grammar and punctuation**

- Punctuate sentences using full stops and capital letters
- Write a correctly punctuated statement sentence
- Write a correctly punctuated exclamation sentence
- Write a correctly punctuated question sentence
- Write a correctly punctuated command sentence
- Write expanded noun phrases to describe and specify - a group of words in a sentence that together behave as a noun (eg Y2- The small, ugly man.)
- Write in the present tense consistently (eg I –verb or I am –ing)
- Write in the past tense consistently (common misconceptions- I dancing at a party. I runned home.)
- Use co-ordinating conjunctions (or, and, but)
- Use sub-ordinating conjunctions (when, if, that, because)
- Use commas for lists

**Y2 Composition**

- Say out loud what I am going to write about (planning/ discussion)
- Write down ideas, including key words, new vocabulary and sentences when planning future writing
- Make corrections to my own writing focusing on spelling, grammar, punctuation and tenses eg ed, ing, was, were
- Make revisions and additions to improve my own writing based on the year group standards

**Y2 Spelling**

- See knowledge organiser for common exception words and Y2 terminology to be introduced
- Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly
- Use an apostrophe for the contracted form (eg can't, didn't, hasn't, couldn't, it's, I'll)
- Use an apostrophe for singular possession
- Use homophones in writing when it arises incidentally (eg two, their, where, your, one see appendix 1)
- Write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

**Y2 Handwriting and presentation**

- Form lower case letters of the correct size relative to one another
- Start to use diagonal and horizontal strokes needed to join letters
- Write capital letters of the correct size and orientation
- Use spacing between words that reflects the size of the letters (eg not necessarily finger spaces anymore)

Year Group Specific Objectives

<p><b>Y3 Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>• Write sentences with more than one clause by using conjunctions (including when, if, because, although, so)</li> <li>• Use the present perfect form of verbs in writing (eg I have left the tap on. We have started to plan our work.)</li> <li>• Write expanded noun phrases to describe and specify- a group of words in a sentence that together behave as a noun (eg Y3 The small, ugly man).</li> <li>• Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly (Y2 GD)</li> <li>• Use an apostrophe for singular possession (Y2 GD)</li> <li>• Use conjunctions to show time and cause (when, after, before, because, so)</li> <li>• Use adverbs to show time and cause (then, next, soon, therefore)</li> <li>• Use prepositions to show time and cause (on, under, below, above)</li> <li>• Use inverted commas to punctuate direct speech (eg “Sit down” shouted the conductor.)</li> <li>• Use fronted adverbials followed by a comma (eg Next, Finally, Silently. Therefore, However, Suddenly)</li> </ul>
<p><b>Y3 Composition</b></p> <ul style="list-style-type: none"> <li>• Plan their writing by discussing and recording ideas based on high quality models provided by the teacher</li> <li>• Use headings and subheadings to help organise writing</li> <li>• Make revisions and additions to improve my own writing based on the year group standards</li> </ul>
<p><b>Y3 Spelling</b></p> <ul style="list-style-type: none"> <li>• See knowledge organiser for words that are often misspelt and Y3 terminology to be introduced</li> <li>• Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly (Y2 GD)</li> <li>• Use an apostrophe for the contracted form (eg can’t, didn’t, hasn’t, couldn’t, it’s, I’ll)</li> <li>• Place the possessive apostrophe accurately in words with regular plurals</li> <li>• Use homophones in writing (two, their, where, your, one) when it arises incidentally</li> <li>• Write simple sentences dictated by the teacher that include words and punctuation taught so far</li> </ul>
<p><b>Y3 Handwriting and presentation</b></p> <ul style="list-style-type: none"> <li>• Use diagonal and horizontal strokes needed to join letters</li> </ul>

Year Group Specific Objectives

**Y4 Vocabulary, grammar and punctuation**

- Write sentences with more than one clause by using conjunctions (including when, if, because, although, so)
- Use the present perfect form of verbs in writing (eg I have left the tap on. We have started to plan our work.)
- Write expanded noun phrases to describe and specify (eg Y4 The maths teacher becomes: *'The strict maths teacher with curly hair'*.)
- Choose nouns and pronouns appropriately to avoid repetition
- Use conjunctions to show time and cause (when, after, before, because, so)
- Use adverbs to show time and cause (then, next, soon, therefore)
- Use prepositions to show time and cause (on, under, below, above)
- Use inverted commas and other punctuation within these to punctuate direct speech (eg The conductor shouted, "Sit down!")
- Use fronted adverbials followed by a comma (eg Later that day, Before the sun rose, At the end of a dark alleyway, Because of the collision,)

**Y4 Composition**

- Plan their writing by discussing and recording ideas based on high quality models provided by the teacher
- Organise paragraphs around a theme
- Use headings and subheadings to help organise writing
- Make revisions and additions to improve my own writing based on the year group standards

**Y4 Spelling**

- See knowledge organiser for words that are often misspelt and Y4 terminology to be introduced
- Add suffixes –ation, -ly, -ous
- Use an apostrophe for the contracted form (eg can't, didn't, hasn't, couldn't, it's, I'll)
- Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals (eg children's, men's, mice's)
- Use homophones in writing (accept, affect, brake, fair, peace- see appendix 1)
- Use the first 2 or 3 letters of a word to check its spelling in a dictionary
- Write simple sentences dictated by the teacher that include words and punctuation taught so far

**Y4 Handwriting and presentation**

- Increase the legibility, consistency and quality of handwriting

Year Group Specific Objectives

**Y5/6 Vocabulary, grammar and punctuation**

- Use passive verbs (eg My sister was attacked by wild penguins. A letter has been written.)
- Use the perfect form of verbs to mark relationships between time and cause (eg Mick has built many surfboards to accommodate the demand.)
- Use expanded noun phrases to convey complicated information concisely (eg My racing heart...bulky men with headphones)
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun

**Y6**

- Use commas to clarify meaning or to avoid ambiguity (eg Let's eat Grandma. Let's eat, Grandma.)
- Using hyphens to avoid ambiguity (eg Two- foot stools sold for half a million pounds vs Two foot stools sold for half a million pounds. Man- eating shark vs man eating shark.)
- Use brackets, dashes or commas to indicate parenthesis
- Using semi colons, colons, dashes to mark boundaries between independent clauses
- Using a colon to introduce a list
- Punctuate bullet points consistently

**Y5/6 Composition**

- Noting and developing initial ideas drawing on additional reading and research as necessary
- Précising (summarise) longer passages
- Use a wide range of devices to build cohesion within and across paragraphs ( eg Last week, No one can say that...Some people argue...synonyms, pronouns)
- Use grammar and vocabulary for effect and specific meaning (eg The vampire is a dreadful creature: it kills by sucking all the blood from its victims. Semi colons in **expanded** lists.)
- When writing narratives describe settings, character and atmosphere to interest a reader
- Integrate dialogue in to description to convey character (eg "Be careful!"she whispered nervously.) and advance action ("Let's go!")
- Use further organisational devices (eg bullet points, text box, variation of handwriting size)
- Evaluate and edit work
- Proof read to make revisions and additions to improve my own writing based on the year group standards

**Y5/6 Spelling**

- See knowledge organiser for words that are often misspelt and Y4 terminology to be introduced
- Use root words and add further prefixes and suffixes (eg space/ special/ spacious, adorable/ adorably/adoration, infect/ infectious/ infection/ disinfected)
- Spell words with silent letters (thumb, tongue, ballet, knight)
- Distinguish between homophones and other words that are often confused (specific, pacific)

**Y5/6 Handwriting and presentation**

- Writing needs to be appropriately joined