



End of Year 1 Writing Objectives



<p>Writing Grammar</p>	<p>I have developed my understanding of the concepts set out in English Appendix 2:</p> <ul style="list-style-type: none"> ▪ I leave spaces between words. ▪ I join words and join clauses using 'and'. ▪ I demarcate SOME sentences with capital letters and with SOME use of question or exclamation marks. ▪ I use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. ▪ I am learning the grammar for Year 1 in English Appendix 2. <p>I use the grammatical terminology in English Appendix 2 when discussing my writing: (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark).</p>
<p>Writing Composition</p>	<p>I write sentences:</p> <ul style="list-style-type: none"> ▪ I say out loud what I am are going to write about. ▪ I compose a sentence orally before writing it. ▪ I sequence sentences to form short narratives. ▪ I re-read what I have written to check that it makes sense. <p>I can discuss what I have written with the teacher or other pupils.</p> <p>I read aloud my writing clearly enough to be heard by my peers and the teacher.</p>
<p>Spelling</p>	<p>Spelling:</p> <ul style="list-style-type: none"> ▪ I can spell words containing each of the 40+ phonemes already taught. ▪ I can spell SOME common exception words. ▪ I can spell the days of the week. <p>Naming the letters of the alphabet:</p> <ul style="list-style-type: none"> ▪ I can name the letters of the alphabet in order. ▪ I use letter names to distinguish between alternative spellings of the same sound. <p>Adding prefixes and suffixes:</p> <ul style="list-style-type: none"> ▪ I use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. ▪ I use the prefix un– . ▪ I use –ing, –ed, –er and –est where no change is needed in the spelling of root words [e.g. helping, helped, helper, eating, quicker, quickest]. <p>I apply simple spelling rules and guidance listed in English Appendix 1.</p> <p>I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>
<p>Handwriting</p>	<ul style="list-style-type: none"> • I sit correctly at a table, holding a pencil comfortably and correctly. • I can form lower-case letters in the correct direction, starting and finishing in the right place, and of the correct size relative to one another in SOME of my writing. • I can form capital letters. • I can form digits 0-9. • I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.



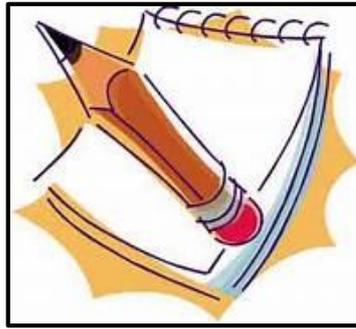
End of Year 2 Writing Objectives



<p>Writing Grammar</p> <p>(see English Appendix 2)</p>	<p>I have developed my understanding of the concepts set out in English Appendix 2:</p> <ul style="list-style-type: none"> ▪ I demarcate MOST sentences with a capital letter and full stop and with SOME use of capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). ▪ I use sentences with different forms in my writing (statements, questions, exclamations, commands). ▪ I use SOME expanded noun phrases to describe and specify [e.g. the blue butterfly]. ▪ I use the present and past tense MOSTLY correctly and consistently, including the progressive form. ▪ I use coordination (or/and/but) and SOME subordination (when/if/that/because). ▪ I am learning how to use the grammar for Year 2 in English Appendix 2. ▪ I am learning how to use some features of written Standard English. <p>I use and understand the grammatical terminology in English Appendix 2 when discussing my writing: (noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma)</p>
<p>Writing Composition</p>	<p>I am developing a positive attitude towards and stamina for writing:</p> <ul style="list-style-type: none"> ▪ I can write narratives about personal experiences and those of others (real and fictional). ▪ I can write about real events. ▪ I can write poetry. ▪ I can write for different purposes. <p>I consider what I am going to write before beginning:</p> <ul style="list-style-type: none"> ▪ I plan and say out loud what I am going to write about. ▪ I can write down ideas and/or key words, including new vocabulary. ▪ I can encapsulate what I want to say, sentence by sentence. <p>I make simple additions, revisions and corrections to my own writing:</p> <ul style="list-style-type: none"> ▪ I evaluate my writing with the teacher and other pupils. ▪ I re-read to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. ▪ I proof-read to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]. <p>I read aloud what I have written with appropriate intonation to make the meaning clear.</p>
<p>Spelling</p>	<p>Spelling:</p> <ul style="list-style-type: none"> ▪ I can segment spoken words into phonemes and represent these by graphemes, spelling MANY correctly. ▪ I can spell phonemes for which one or more spellings are already known, and some words with each spelling, including a few common homophones. ▪ I can spell MANY common exception words. ▪ I can spell SOME words with contracted forms. ▪ I can use the possessive apostrophe (singular) [e.g. the girl's book]. ▪ I can distinguish between homophones and near-homophones. <p>I can add suffixes to spell SOME longer words correctly in my writing e.g. -ment, -ness, -ful, -less, -ly.</p> <p>I apply spelling rules and guidance, as listed in English Appendix 1.</p> <p>I can 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>Handwriting</p>	<ul style="list-style-type: none"> • I can form lower-case letters in the correct direction, starting and finishing in the right place, and of the correct size relative to one another in MOST of my writing. • I use the diagonal and horizontal strokes needed to join letters in SOME of my writing, and understand which letters, when adjacent to one another, are best left unjoined. • I write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • I use spacing between words that reflects the size of the letters.



End of Reception Writing Objectives



Writing Grammar	ELG10 <ul style="list-style-type: none">• I can write simple sentences which myself and others can read.
Writing Composition	ELG03 <ul style="list-style-type: none">• I can connect ideas and events, to help create stories and explanations.
Spelling	ELG10 <ul style="list-style-type: none">• I can write some simple words correctly.• I can write words that are phonetically correct i.e. poetree (poetry).• I can write some common irregular words.
Handwriting	ELG04 <ul style="list-style-type: none">• I can hold a pencil and other writing tools correctly when mark making.