

Whole school writing objectives

Reception Writing Statements

Writing

- I can spell words by identifying sounds in them and representing the sounds with a letter or letters.
- I can recognise letters, most of which are correctly formed.
- I can spell words by identifying sounds in them and representing the sounds with a letter or letters.
- I can write simple phrases and sentences that can be read by others.
- I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- I am beginning to show accuracy and care when drawing

Year 1 Writing Statements

Spelling

- I can spell words containing each of the 40+ phonemes already taught.
- I can spell common exception words.
- I can spell days of the week.
- I can name letters of the alphabet and name them in order.
- I can use the suffixes -s and -es.
- I can use the suffixes -ing, -ed, -er and -est where no change to the spelling is needed.
- I can use the prefix -un e.g. unkind.
- I can apply simple spelling rules from English Appendix 1.
- I can write from memory simple sentences dictated by the teacher using words taught.

Being a writer

- I can write sentences by saying out loud what I am going to write about.
- I can compose a sentence orally before writing it.
- I can write sequences of sentences to form short narratives.
- I can re-read my writing to check that it makes sense.
- I can discuss what I have written with the teacher or other pupils.
- I can read my writing aloud clearly enough to be heard by other children and the teacher.

Presentation

- I can sit correctly at a table with the correct pencil grip.
- I can leave space between words.
- I can form lower case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters.
- I can form the digits 0 - 9.

- I understand which letters are formed in similar ways.

Punctuation

- I can punctuate my sentences using capital letters and full stops.
- I can use a question mark and an exclamation mark.
- I can use capital letters for the names of people and the pronoun 'I'.
- I can use capital letters for the names of places.
- I can use capital letters for the days of the week.

Sentences

- I can join words and clauses with 'and'.

Vocabulary

- I can use simple adjectives to describe.

Year 2 Writing Statements

Spelling

- I can segment spoken words into phonemes and represent these by graphemes.
- I can learn new ways of spelling phonemes for which one or more spellings are already known.
- I can spell common exception words.
- I can form nouns using suffixes such as -ness, -er and by compounding e.g. superman, whiteboard.
- I can form adjectives using suffixes such as -ful, -less.
- I can use the suffixes -er, -est in adjectives.
- I can use -ly to turn adjectives into adverbs.
- I can apply spelling rules from English Appendix 1.
- I can write from memory simple sentences dictated by the teacher using words taught.

Being a writer

- I can plan and say out loud what I am going to write about.
- I can write down ideas, notes and key vocabulary before beginning writing.
- I can show positive attitudes towards and stamina for writing by writing about different genres: personal experiences and those of others (real or fictional), real events and poetry.
- I can write for different purposes.
- I can add detail to interest the reader.
- I can make simple additions and corrections to my writing by reviewing it with the teacher or peers.

Presentation

- I can leave space between words, which reflects the size of the letters.
- I can form lower case letters of the correct size in relation to one another
- I can join some letters and know when not to join letters.
- I can write capital letters of the correct size in relation to lower case letters.
- I can write digits of the correct size and orientation.

- I can leave space between words, which reflects the size of the letters.

Punctuation

- I can punctuate my sentences using capital letters, full stops, exclamation marks and question marks.
- I can use capital letters for proper nouns.
- I can use commas to separate items in a list.
- I can use apostrophes to show missing letters (omission).
- I can use apostrophes to show singular possession in nouns e.g. the girl's name (possession).

Sentences

- I can join words and clauses using co-ordination e.g. and, but, or.
- I can join words and clauses using subordination e.g. when, if, that, because, so.
- I can use '-ly' sentence openers e.g. Usually, Eventually, Finally, Carefully, Slowly.
- I can link ideas and events e.g. last time, also, then, next, finally.
- I can use sentences with different forms: statement, question, exclamation, command.

Vocabulary

- I can use the past and present tense correctly in my writing.
- I can use the progressive form of tense e.g. I am buying, they are going, he was shouting.
- I can use expanded noun phrases for description or specification e.g. the blue butterfly, plain flour.
- I can use adjectives to describe.
- I can choose adventurous verbs to use in my writing.
- I can use some adverbs in my writing.

Year 3 Writing Statements

Spelling

- I can use further prefixes and understand how to add them (un-, dis-, mis-, re-).
- I can use further suffixes and understand how to add them (-ly, -ous)
- I can spell common exception words.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can apply spelling rules from English Appendix 1.
- I can investigate word families based on common words e.g. solve, solution, dissolve.
- I can use the correct article (a and an) before the next word.
- I can write from memory simple sentences dictated by the teacher using words taught.

Being a writer

- I can plan my writing by discussing and recording ideas.
- I can plan my writing using structures from similar writing e.g. sub-headings.
- I can compose and rehearse sentences orally.
- I am beginning to use paragraphs to group related material.
- I am beginning to develop settings in narratives.
- I am beginning to develop characters in narratives.
- I am beginning to develop plots in narratives.
- I can use headings and sub-headings to organise my writing.
- I can evaluate and edit my writing, assessing the effectiveness of it.
- I can suggest ways to improve my writing e.g. grammar and vocabulary.
- I can re-read my writing to check for spelling and punctuation errors.
- I can read aloud my writing with intonation, tone and volume.

Presentation

- I can use diagonal and horizontal strokes to join letters and know when it is better to not join.
- I am increasing the legibility of my handwriting e.g. parallel down strokes, clear ascenders/descenders.

Punctuation

- I can use inverted commas to punctuate direct speech.
- I can use basic punctuation (capital letters, full stops, question/exclamation marks) accurately.
- I can use commas within lists and 'and' between the last items.
- I can use apostrophes for a wider range of omission.
- I can use apostrophes to show singular possession in nouns e.g. the girl's name (possession).

Sentences

- I can use conjunctions to show time, place and cause e.g. when, before, after, while, so, because.
- I can use adverbs to show when and where e.g. now, at night, soon, yesterday, here, everywhere, inside.
- I can use prepositions to state where e.g. before, after, during, in, through, next to.
- I can use connectives to begin sentences.
- I am beginning to recognise and use subordinate clauses.

Vocabulary

- I can use the perfect form of verbs to show time and cause e.g. I have, she has.
- I can choose nouns or pronouns appropriately for clarity and to avoid repetition.
- I can use expanded noun phrases e.g. the really strict teacher.
- I can use more adventurous adjectives to describe.
- I can select adventurous verbs to use in my writing.
- I can use adverbs in my writing to modify verbs e.g. slowly, bravely, fearfully.
- I can use similes in my writing.

Year 4 Writing Statements

Spelling

- I can use further prefixes and understand how to add them (sub-, inter-, super-, anti-, auto-, im-, ir, il-).
- I can use further suffixes and understand how to add them (-ation, -ly, -ous, 'shun' sound)
- I can spell common exception words.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can apply spelling rules from English Appendix 1.
- I can investigate word families based on common words e.g. solve, solution, dissolve.
- I can use the correct article (a and an) before the next word. I can.
- I understand that determiners make reference to a noun e.g. his, this, my, your, the.
- I understand possessive pronouns e.g. mine, yours, hers, theirs.
- I can spell further homophones (e.g. bawl/ball, break/brake)
- I can use Standard English forms for verbs e.g. we were instead of we was, I did instead of I done.
- I can write from memory simple sentences dictated by the teacher using words taught.

Being a writer

- I can plan my writing by discussing and recording ideas.
- I can plan my writing using structures from similar writing e.g. sub-headings.
- I can compose and rehearse sentences orally to build a rich vocabulary and a range of sentence structures.
- I can draft and write by organising paragraphs around a theme.
- I can develop characters, settings and plot in narratives.
- I can write for a range of purposes.
- I can use organisational features in non-fiction writing e.g. sub-headings, bullet points.
- I can assess the effectiveness of my own and other's writing and suggest improvements.
- I can suggest changes to vocabulary and grammar to improve consistency e.g. pronouns.
- I can proof-read to check for spelling and punctuation errors.

- I can read aloud my writing with intonation, tone and volume.

Presentation

- I use a consistent and legible style of handwriting.
- My letters are an even size and evenly spaced.

Punctuation

- I can use inverted commas and additional speech punctuation for direct speech.
- I can use a new line for a new speaker when writing dialogue.
- I can use basic punctuation (capital letters, full stops, question/exclamation marks) accurately.
- I can use apostrophes for singular possession and plural possession (e.g. men's shoes, girls' shoes).
- I know the grammatical difference between a plural and a possessive's'.
- I can use commas after fronted adverbials.

Sentences

- I can use a wider range of connectives e.g. however, therefore, finally, meanwhile, on the other hand.
- I can use fronted adverbials to say when, where and how things are done e.g. Later that day, ... / Walking down the street, ...
- I can use prepositions to state time, place and cause.
- I can use adverb (-ly) clauses to begin sentences e.g. slowly looking around, he spotted the book.
- I can use 'ed' words to begin sentences e.g. Frightened, Tom ran home. Exhausted, the soldier lay down.

Vocabulary

- I can choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition.
- I can expand noun phrases by adding modified adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair.
- I can use choose appropriate yet adventurous adjectives to describe.
- I can choose more specific technical nouns and verbs.
- I can choose where to use adverbs in my sentences.
- I can use similes and can begin sentences with similes. I can use metaphors

Year 5 Writing Statements

Spelling

- I can use further prefixes and suffixes and understand how to add them (e.g. cious, tious, cial, tial, ence, ance, able, ibly).
- I can spell some words with silent letters e.g. knight, psalm, solemn.
- I can spell further homophones e.g. cereal/serial, practise/practice.
- I can apply spelling rules from English Appendix 1.
- I can learn common Year 5/6 words without specific patterns.
- I can use the first three or four letters of a word to check spelling.
- I can use dictionaries to check spelling and meaning of words.
- I can use a thesaurus.
- I can convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, and ify.
- I can use verb prefixes e.g. dis-, de-, mis-, over-, re-.

Being a writer

- I can plan my writing by identifying the audience and purpose of the writing.
- I can choose the appropriate form of writing and use its features.
- I can note and develop initial ideas, drawing on reading and research.
- I can plan, draft, write and edit my writing to ensure that it is improved.
- I can use organisation and presentational devices to structure the text and guide the reader e.g. headings, bullet points, underlining.
- I can write paragraphs that make sense if read alone.
- I can write cohesively and at length.
- I can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- I can use ideas authors use to develop characters and settings in narratives.
- I can describe settings, characters and atmosphere in narrative.
- I can integrate dialogue to show character and advance the action.
- I can assess the effectiveness of my own and other's writing and suggest improvements.
- I can suggest changes to vocabulary, grammar and punctuation.

- I can proof-read to check for spelling and punctuation errors.
- I can perform my compositions, using tone, volume and movement so the meaning is clear.
- I can use a consistent tense throughout my piece of writing.

Presentation

- I can write legibly, fluently and with increasing speed.
- I know what standard of handwriting is appropriate for the task e.g. note-making, labelling diagrams, algebra

Punctuation

- I can use basic punctuation (capital letters, full stops, question/exclamation marks) accurately.
- I can use speech punctuation accurately.
- I can use apostrophes for possession and omission.
- I am beginning to use pairs of brackets, dashes and commas to indicate parenthesis.
- I can use an ellipsis for effect.
- I can use commas to clarify meaning or avoid ambiguity in writing.

Sentences

- I can use a wider range of conjunctions and cohesive devices e.g. additionally, furthermore, in contrast, most of all, for example.
- I can use fronted adverbials to say when things are done e.g. Later that day, ... /Throughout the night, ...
- I can use fronted adverbials to say where things are done (ing verb clauses) e.g. Walking down the street, ... / Glancing up, he ...
- I can use fronted adverbials to say how things are done (ly clauses) e.g. quickly scurrying along, the mouse...
- I can use expanded 'ed' clauses to begin sentences e.g. Encouraged by the bright weather, Jane set off on her walk.
- I can use relative clauses beginning with who, which, where, when, whose or that.
- I can write a sentence of three for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat.
- I can use subordinate clauses and manipulate where to use them in sentences.
- I can use short sentences for emphasis and to move action on quickly.

Vocabulary

- I can use adverbs to show degrees of possibility e.g. perhaps, surely, certainly, definitely, probably, clearly, possibly.
- I can use modal verbs e.g. might, should, will, must, could
- I can select appropriate yet adventurous adjectives, verbs, nouns and adverbs.
- I can use adverbial phrases (modify verbs or adjectives) in my writing.
- I can use some empty words in my writing e.g. Somehow someone had broken the pen.
- I can use onomatopoeia for effect.
- I can use similes, metaphors and personification.

Year 6 Writing Statements

Spelling

- I can use further prefixes and suffixes and understand how to add them (e.g. cious, tious, cial, tial, ence, ance, able, ibly).
- I can spell some words with silent letters e.g. knight, psalm, solemn.
- I can spell further homophones e.g. cereal/serial, practise/practice.
- I can apply spelling rules from English Appendix 1.
- I can learn common Year 5/6 words without specific patterns.
- I can use the first three or four letters of a word to check spelling.
- I can use dictionaries to check spelling and meaning of words.
- I can use a thesaurus.
- I can convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, and ify.
- I can use verb prefixes e.g. dis-, de-, mis-, over-, re-.
- I know the difference between informal and formal speech/writing e.g. find out-discover, ask for-request, go in-enter.
- I know how words are related as synonyms and antonyms e.g. big/huge, cold/hot.

Being a writer

- I can plan my writing by identifying the audience and purpose of the writing.
- I can choose the appropriate form of writing and use its features.
- I can note and develop initial ideas, drawing on reading and research.
- I can plan, draft, write and edit my writing to ensure that it is improved.
- I can develop a view point and sustain it through my writing.
- I can use layout devices e.g. headings, columns, bullet points, tables.
- I can write paragraphs that make sense if read alone.
- I can use devices to build cohesion within and across paragraphs e.g. adverbials (in contrast, as a consequence), repetition.
- I can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- I can use ideas authors use to develop characters and settings in narratives.

- I can select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.
- I can describe settings, characters and atmosphere in narrative.
- I can integrate dialogue to show character and advance the action.
- I can precis a longer passage to create a shorter passage with the same meaning.
- I can suggest changes to vocabulary, grammar and punctuation.
- I can proof-read to check for spelling and punctuation errors.
- I can ensure the correct subject and verb agreement when using singular and plural e.g. The dog has... The dogs have...
- I can distinguish between spoken and written language and choose the most appropriate.
- I can use a consistent tense throughout my piece of writing.

Presentation

- I can write legibly, fluently and with increasing speed.
- I know what standard of handwriting is appropriate for the task e.g. note-making, labelling diagrams, algebra

Punctuation

- I can use basic punctuation (capital letters, full stops, question/exclamation marks, speech punctuation) accurately.
- I can use apostrophes for possession and omission.
- I can use pairs of brackets, dashes and commas to indicate parenthesis.
- I can use an ellipsis to pause or miss out words for effect.
- I can use commas to clarify meaning or avoid ambiguity in writing.
- I can use a semi-colon, colon and dash to mark the boundary between independent clauses.
- I can use a colon to introduce a list and semi-colons within lists.
- I can use bullet points to list information.
- I can use hyphens to avoid ambiguity e.g. man eating shark = man-eating shark, recover = re-cover.

Sentences

- I can use a wider range of conjunctions and cohesive devices e.g. additionally, furthermore, in contrast, most of all, for example, even though, due to

- I can use fronted adverbials to say when things are done e.g. Later that day, ... /Throughout the night, ...
- I can use fronted adverbials to say where things are done (ing verb clauses) e.g. Walking down the street, ... / Glancing up, he ...
- I can use fronted adverbials to say how things are done (ly clauses) e.g. quickly scurrying along, the mouse...
- I can use expanded 'ed' clauses to begin and within sentences e.g. Poor Tom, exhausted by the run, made his way home.
- I can use relative clauses beginning with who, which, where, when, whose or that.
- I can use passive voice to affect the presentation of information in a sentence e.g. Passive = The glass was dropped by Tom.
- I can use extra clauses to make my writing succinct.
- I can choose to use short sentences and long sentences for effect.

Vocabulary

- I can use adverbs to show degrees of possibility e.g. perhaps, surely, certainly, definitely, probably, clearly, possibly.
- I can use modal verbs and conditionals e.g. if...might, should, will, must, could
- I can use expanded noun phrases to convey complicated information concisely.
- I can use adverbial phrases (modify verbs or adjectives) in my writing.
- I can use onomatopoeia and alliteration for effect.
- I can use effective similes, metaphors and personification.