

## Writing Objectives

The objectives have been split into 2 areas

- ***Learning objective planning document***
- ***I can statements***

### Number of objectives

The National Curriculum has been split into a number of objectives. Within school these fall into the following categories:

- ***Vocabulary, Grammar and Punctuation***
- ***Composition***
- ***Handwriting and Presentation***
- ***Spelling***

By the end of the academic year, pupils in each year group should have covered all of the objectives. Their success against the objectives will provide a measure of their current attainment.

Year Group	Total number of objectives	Approximate number of objectives to be covered per term
Year 1	35	12
Year 2	63	21
Year 3	35	12
Year 4	28	10
Year 5	64	22
Year 6	53	18

### Objectives related to age expectations

Within each term, teachers should ensure that they teach the required number of objectives. Successful completion of these objectives should be recorded in 2Build a Profile.

***It is important to note that 2Build a Profile should not record coverage, when a teacher taught the objective, but should record when a pupil has demonstrated that they have met that objective.***

At the end of each term teachers should count how many objectives pupils have successfully completed and link that to a National Curriculum Grade.

Example

At the end of the Autumn term, if a year 1 pupil has successfully completed 10 or more objectives, they are working at a National Curriculum grade of 1-. In the Spring term, if that pupil has successfully completed more than 19 objectives, they will have a National Curriculum Grade of 1=. At the end of the summer term, if they have more than 28 objectives, they will have a National Curriculum Grade of 1+. At each of these stages this pupil is working at their age related expectation and is 'on track'.

If a pupil in the Autumn term has successfully completed less than 8 objectives, they will be on at least a R+. If in the spring term this pupil has more than 10, but less than 19 objectives, they will be on a 1- and approximately working one term behind the age related expectation. If this pupil is still between 10 and 19 objectives in the summer term, they will still be on a 1- and two terms behind their age related expectation. If they have more than 19 objectives, but less than 28, they will be on a 1= and one term behind their age related expectation.

Year Groups	Objectives needed to work at age related expectation		
	Autumn	Spring	Summer
Year 1	>10	>19	>28
National Curriculum Grade	1-	1=	1+
Year 2	>17	>34	>51
National Curriculum Grade	2-	2=	2+
Year 3	>10	>19	>28
National Curriculum Grade	3-	3=	3+
Year 4	>8	>16	>22
National Curriculum Grade	4-	4=	4+
Year 5	>18	>36	>53
National Curriculum Grade	5-	5=	5+
Year 6	>15	>29	>44
National Curriculum Grade	6-	6=	6+

**Year 1 Vocabulary, Grammar and Punctuation Objectives**

I can separate words using finger spaces	I can use capital letters at the beginning of sentences	I can use a full stop to end a sentence	I can use a question mark
I can use an exclamation mark	I can use a capital letter for the pronoun I	I can use a capital letter for names	
I can combine words to make a sentence	I can use simple conjunctions <i>and</i>		
I can use sequence my sentences to form short narratives.			

**Year 1 Composition**

I can compose a sentence orally before writing it	I can sequence sentences in chronological order to recount an event or experience	I can re-read what I have written to check that it makes sense NN	I can leave spaces between words NN
I know the prefix 'un' can be added to words to change meaning.	I can use the suffix <i>s</i> within my writing.	I can use the suffix <i>es</i> within my writing.	I can use the suffix <i>ed</i> within my writing.
I can use the suffix <i>ing</i> within my writing.			

**Year 1 Spelling**

I can identify known phonemes in unfamiliar words	I can use syllables to divide words when spelling	I can use what is known about alternative phonemes to narrow down possibilities for accurate spelling	I can use the spelling rule for adding 's' or 'es' for verbs in the 3 <sup>rd</sup> person singular
I can name all the letters of the alphabet in order	I can use letter names to show alternative spellings of the same phoneme	I can add the prefix <i>un-</i> to the beginning of words without any change to the root word	I can spell Year 1 high frequency words
I can spell 'ff', 'll', 'ss', 'zz' and 'ck' words	I can spell monosyllabic words ending in 'k', e.g pink, work, sink	I can spell monosyllabic words ending in 've', e.g have, love	I can add <i>-ing</i> , <i>-ed</i> , <i>-est</i> , <i>-er</i> to words that require no change to the root, e.g. walking, fastest, faster
I can spell a range of simple compound words with known root words, e.g. football, bedroom	I can spell Set 2 of the RWI words	I can spell Set 3 of the RWI words	

**Year 1 Handwriting**

I can sit correctly at a table, holding a pencil comfortably and	I can form lower case letters in the correct direction starting and	I can form capital letters and digits 0-9	
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correctly	finishing in the right place		
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### Year 1 Vocabulary, Grammar and Punctuation Objectives

To separate words using finger spaces	To use capital letters at the beginning of sentences	To use a full stop to end a sentence	To use a question mark
To use an exclamation mark	To use a capital letter for the pronoun I	To use a capital letter for names	
To combine words to make a sentence	To use simple conjunctions <i>and</i>		
To use sequence my sentences to form short narratives.			

### Year 1 Composition

To compose a sentence orally before writing it	To sequence sentences in chronological order to recount an event or experience	To re-read what I have written to check that it makes sense NN	To leave spaces between words NN
To know the prefix 'un' can be added to words to change meaning.	To use the suffix s within my writing.	To use the suffix es within my writing.	To use the suffix ed within my writing.
To use the suffix ing within my writing.			

### Year 1 Spelling

To identify known phonemes in unfamiliar words	To use syllables to divide words when spelling	To use what is known about alternative phonemes to narrow down possibilities for accurate spelling	To use the spelling rule for adding 's' or 'es' for verbs in the 3 <sup>rd</sup> person singular
To name all the letters of the alphabet in order	To use letter names to show alternative spellings of the same phoneme		
To spell 'ff', 'll', 'ss', 'zz' and 'ck' words	To spell monosyllabic words ending in 'k', e.g. pink, work, sink	To spell monosyllabic words ending in 've', e.g. have, love	To add -ing, -ed, -est, -er to words that require no change to the root, e.g. walking, fastest, faster
To spell a range of simple compound words with known root words, e.g. football, bedroom	To spell Set 2 of the RWI words	To spell Set 3 of the RWI words	

### Year 1 Handwriting

To sit correctly at a table, holding a pencil comfortably and correctly	To form lower case letters in the correct direction starting and finishing in the right place	To form capital letters and digits 0-9	
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**Year 2 Vocabulary, Grammar and Punctuation Objectives**

I use full stops accurately	I can use a question mark.	I can use an exclamation mark.	I can use a comma to separate items in a list.
I can use capital letters for names of people, places and days of the week	I can use a capital letter for the personal pronoun I	I can use an apostrophe to show where letters are missing.	I can use an apostrophe to mark singular possession in nouns.
I can write an expanded noun phrase (use adjectives to add detail).	I can write a compound sentence using different conjunctions (and/or/but/so)	I can use subordination conjunctions: <i>because/that/if/when/then.</i>	I can use time words, <i>First, Next, Finally</i>
I can write a command sentence.	I can write a question sentence.	I can write an exclamation sentence.	I can write a statement sentence.
I can consistently use the past tense correctly	I can consistently use the present tense correctly	I can write verbs in the past continuous form, <i>he was running.</i>	I can write verbs in the present continuous form, <i>he is jumping.</i>

**Year 2 Composition**

I can write narratives about personal experiences and those of others, both real and fictional	I can write for different purposes, including real events	I can plan and discuss the content of writing and record my ideas	I can orally rehearse structured sentences or sequences of sentences NN
I can evaluate own writing independently, with friends and with an adult	I can proof read to check for errors in spelling	I can proof read to check for errors in grammar	I can proof read to check for errors in punctuation

**Year 2 Spelling**

I can segment spoken words into phonemes and record these as graphemes	I can spell words with alternative spellings, including a few common homophones	I can spell longer words using suffixes such as 'ment'	I can spell longer words using suffixes such as 'ness'
I can spell longer words using suffixes such 'ful'	I can spell longer words using suffixes 'less'	I can spell longer words using suffixes such as 'ly'	I can use knowledge of alternative phonemes to narrow down possibilities for accurate spelling
I can identify phonemes in unfamiliar words and use syllables to divide words	I can spell words ending in y and e when adding -er e.g. happier later	I can spell words ending in y and e when adding -est e.g. happiest, latest	I can spell words ending in e and with short vowel sounds when adding suffix ing
I can spell words ending in e and with short vowel sounds when adding suffix ed	I can spell words with the spelling pattern -le, e.g. table, middle, apple	I can spell words with the spelling pattern -el, e.g. camel, tunnel, squirrel	I can spell words with the spelling pattern -al, e.g. metal, petal, animal, hospital
I can spell words with the silent letters 'kn', 'gn' and 'wr', e.g. knock, knee, gnat, gnaw, write, wrong	I can spell words ending with 'il', e.g. pencil, fossil,	I can spell words ending with -y at the end of words, e.g. cry, fly, dry, try	I know that the y is changed to an 'i' before -es is added, e.g. flies, cries, tries
I know that the y is	I can double the last	I can spell words ending in -	I can spell common exception

changed to an 'i' before -ed, -er and -est is added, e.g. copied, cried, replied	consonant to keep the vowel a short sound before adding -ing or -ed	tion, e.g. station, fiction, motion, national, section	words (appendix 1)
I can spell words with the sound 'or' spelt as a before l and ll, e.g. all, ball, call, walk, always	I can spell words with the sound "er' spelt 'or' after a w, e.g. word, work, worm, world, worth	I can spell words with the sound 'or' spelt as ar after w, e.g. war, warm, towards	I can spell words with the sound 'o' spelt as a e.g. squash, want, watch, quantity
I can spell words with the sound 'u' as o, e.g. other, mother, nothing, Monday	I know that the plural of some words is formed by adding -s, e.g. keys, donkeys, monkeys, chimneys		
<b>Year 2 Handwriting</b>			
I can form lower case letters of the correct size relative to one another	I am beginning to use some of the diagonal and horizontal strokes needed to join letters	I know which letters are best not joined	I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters NN
I use spacing between words that reflects the size of the letters			

<b>Year 2 Vocabulary, Grammar and Punctuation Objectives</b>			
To use full stops accurately	To use a question mark	To use an exclamation mark	To use a comma to separate items in a list
To use capital letters for names of people, places and days of the week	To use a capital letter for the personal pronoun I	To use an apostrophe to show where letters are missing	To use an apostrophe to mark singular possession in nouns
To write an expanded noun phrase (use adjectives to add detail)	To write a compound sentence using different conjunctions (and/or/but/so)	To use subordination conjunctions: <i>because/that/if/when/then</i>	To use time words, <i>First, Next, Finally</i>
To write a command sentence.	To write a question sentence	To write an exclamation sentence	To write a statement sentence
To consistently use the past tense correctly	To consistently use the present tense correctly	To write verbs in the past continuous form, <i>he was running.</i>	To write verbs in the present continuous form, <i>he is jumping.</i>
<b>Year 2 Composition</b>			
To write narratives about personal experiences and those of others, both real and fictional	To write for different purposes, including real events	To plan and discuss the content of writing and record my ideas	To orally rehearse structured sentences or sequences of sentences NN
To evaluate own writing independently, with friends and with an adult	To proof read to check for errors in spelling	To proof read to check for errors in grammar	To proof read to check for errors in punctuation
<b>Year 2 Spelling</b>			
To segment spoken	To spell words with	To spell longer words using	To spell longer words using

words into phonemes and record these as graphemes	alternative spellings, including a few common homophones	suffixes such as 'ment'	suffixes such as 'ness'
To spell longer words using suffixes such 'ful'	To spell longer words using suffixes 'less'	To spell longer words using suffixes such as 'ly'	To use knowledge of alternative phonemes to narrow down possibilities for accurate spelling
To identify phonemes in unfamiliar words and use syllables to divide words	To know how to spell words ending in y and e when adding -er e.g. happier later	To know how to spell words ending in y and e when adding -est e.g. happiest, latest	To know how to spell words ending in e and with short vowel sounds when adding suffix ing
To know how to spell words ending in e and with short vowel sounds when adding suffix ed	To know how to spell words with the spelling pattern -le, e.g. table, apple, middle	To spell words with the spelling pattern -el, e.g. camel, tunnel, squirrel	To spell words with the spelling pattern -al, e.g. metal, petal, animal, hospital
To spell words with the silent letters 'kn', 'gn' and 'wr', e.g. knock, knee, gnat, gnaw, write, wrong	To spell words ending with 'il', e.g. pencil, fossil,	To spell words ending with -y at the end of words, e.g. cry, fly, dry, try	To know that the y is changed to an 'i' before -es is added, e.g. flies, cries, tries
To know that the y is changed to an 'i' before -ed, -er and -est is added, e.g. copied, cried, replied	To double the last consonant to keep the vowel a short sound before adding -ing or -ed	To spell words ending in -tion, e.g. station, fiction, motion, national, section	To spell common exception words (appendix 1)
To spell words with the sound 'or' spelt as a before l and ll, e.g. all, ball, call, walk, always	To spell words with the sound "er" spelt 'or' after a w, e.g. word, work, worm, world, worth	To spell words with the sound 'or' spelt as ar after w, e.g. war, warm, towards	To spell words with the sound 'o' spelt as a e.g. squash, want, watch, quantity
To spell words with the sound 'u' as o, e.g. other, mother, nothing, Monday	To know that the plural of some words is formed by adding -s, e.g. keys, donkeys, monkeys, chimneys		

**Year 2 Handwriting**

To form lower case letters of the correct size relative to one another	To begin to use some of the diagonal and horizontal strokes needed to join letters	To know which letters are best not joined	To use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters NN
To use spacing between words that reflects the size of the letters			

Year 3 Vocabulary, Grammar and Punctuation Objectives			
I use inverted commas to punctuate direct speech	I can express time, place and cause by using conjunctions	I can express time, place and cause by using adverbs	I can express time, place and cause by using prepositions
I am starting to use paragraphs	I can use headings	I can use sub-headings	I can use the present perfect form of verbs instead of the simple past
Year 3 Composition			
I can discuss models of writing, noting its structure and grammatical features	I can discuss models of writing, noting its use of vocabulary	I can compose sentences using a wider range of structures	I can write a narrative with a clear structure, setting, characters and plot
I can write non-narrative using simple organisational devices, e.g. headings and sub-headings	I can suggest improvements to my own writing and that of others	I can make improvements to grammar	I can make improvements to vocabulary
I can make improvements to punctuation	I can use a range of sentences with more than one clause	I can use the perfect form of verbs to mark the relationship of time and cause	I can proof read to check for errors in spelling
I can proof read to check for errors in grammar	I can proof read to check for errors in punctuation		
Year 3 Spelling			
I can spell words with additional prefixes: dis, mis, in	I can understand how to add suffixes to root words, e.g. -ment, -less, -ful, -ly	I can recognise homophones	I can spell homophones
I can use the first two or three letters of a word to check its spelling in a dictionary	I can spell words correctly which are in a family	I can spell the commonly mis-spelt words from the Y3/4 list	I can identify the root in longer words
I can begin to use a thesaurus	I can spell regular verb endings, e.g. -s, -ed, -ing (short vowels, ending in e and ending in y, including polysyllabic words))	I can spell words using ei, eigh and ey, e.g. vein, weigh, eight, neighbour	
Year 3 Handwriting			
I can use the diagonal and horizontal strokes that are needed to join letters	I can understand which letters should be left unjoined NN		

**Year 3 Vocabulary, Grammar and Punctuation Objectives**

To use inverted commas to punctuate direct speech	To express time, place and cause by using conjunctions	To express time, place and cause by using adverbs	To express time, place and cause by using prepositions
I am starting to use paragraphs	To use headings	To use sub-headings	To use the present perfect form of verbs instead of the simple past.

**Year 3 Composition**

To discuss models of writing, noting its structure and grammatical features	To discuss models of writing, noting its use of vocabulary	To compose sentences using a wider range of structures	To write a narrative with a clear structure, setting, characters and plot
To write non-narrative using simple organisational devices, e.g. headings and sub-headings	To suggest improvements to my own writing and that of others	To make improvements to grammar	To make improvements to vocabulary
To make improvements to punctuation	To use a range of sentences with more than one clause	To use the perfect form of verbs to mark the relationship of time and cause	To proof read to check for errors in spelling
To proof read to check for errors in grammar	To proof read to check for errors in punctuation		

**Year 3 Spelling**

To spell words with additional prefixes: dis, mis, in	To understand how to add suffixes to root words, e.g. -ment, -less, -ful, -ly	To recognise homophones	To spell homophones
To use the first two or three letters of a word to check its spelling in a dictionary	To spell words correctly which are in a family	To spell the commonly mis-spelt words from the Y3/4 list	To identify the root in longer words
To begin to use a thesaurus	To spell regular verb endings, e.g. -s, -ed, -ing (short vowels, ending in e and ending in y, including polysyllabic words))	To spell words using ei, eigh and ey, e.g. vein, weigh, eight, neighbour	

**Year 3 Handwriting**

To use the diagonal and horizontal strokes that are needed to join letters	To understand which letters should be left unjoined NN		
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**Year 4 Vocabulary, Grammar and Punctuation Objectives**

I can use inverted commas and other punctuation to indicate direct speech	I can use apostrophes to mark plural possession	I can use commas after fronted adverbials	I can use fronted adverbials
I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases	I can write in paragraphs	I can make an appropriate choice of pronoun and noun within and across sentences	I can use a range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although

**Year 4 Composition**

I can compose sentences using a range of sentence structures	I can orally rehearse a sentence or a sequence of sentences	I can write a narrative with a clear structure, setting, characters and plot	I can improve my writing by changing grammar and vocabulary to improve consistency
I can use a range of sentences which have more than one clause by using a range of conjunctions	I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition	I can use direct speech in my writing and punctuate it correctly	I can proof read to check for errors in spelling
I can proof read to check for errors in grammar	I can proof read to check for errors in punctuation		

**Year 4 Spelling**

I can spell words with prefixes un-, re-, sub-inter- super- anti- auto	I can add suffixes to root words, tion, sion, cian, ssion	I can recognise homophones	I can spell homophones
I can use the first two or three letters of a word to check its spelling in a dictionary	I can spell the commonly mis-spelt words from the Y3/4 list	I can use a thesaurus to find alternative words	

**Year 4 Handwriting**

I can use the diagonal and horizontal strokes that are needed to join letters NN	I understand which letters should be left unjoined NN	My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch	
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**Year 4 Vocabulary, Grammar and Punctuation Objectives**

To use inverted commas and other punctuation to indicate direct speech	To use apostrophes to mark plural possession	To use commas after fronted adverbials	To use fronted adverbials
To use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases	To write in paragraphs	To make an appropriate choice of pronoun and noun within and across sentences	To use a range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although

**Year 4 Composition**

To compose sentences using a range of sentence structures	To orally rehearse a sentence or a sequence of sentences	To write a narrative with a clear structure, setting, characters and plot	To improve writing by changing grammar and vocabulary to improve consistency
To use a range of sentences which have more than one clause by using a range of conjunctions	To use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition	To use direct speech in my writing and punctuate it correctly	To proof read to check for errors in spelling
To proof read to check for errors in grammar	To proof read to check for errors in punctuation		

**Year 4 Spelling**

To spell words with prefixes un-, re-, sub-, inter-, super-, anti-, auto	To add suffixes to root words, tion, sion, cian, ssion	To recognise homophones	To spell homophones
To use the first two or three letters of a word to check its spelling in a dictionary	To spell the commonly misspelt words from the Y3/4 list	To use a thesaurus to find alternative words	

**Year 4 Handwriting**

To use the diagonal and horizontal strokes that are needed to join letters NN	To understand which letters should be left unjoined NN	Handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch	
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**Year 5 Vocabulary, Grammar and Punctuation Objectives**

I can form verbs with prefixes	I can convert nouns or adjectives into verbs by adding a suffix	I can understand the rules for adding prefixes and suffixes	I can use a thesaurus
I can discuss the audience and purpose of my writing	I can start sentences in different ways	I can use the correct features and sentence structure matched to the text type I am working on	I can develop characters through action and dialogue
I can establish a viewpoint as the writer through commenting on characters and events	I can use vocabulary to create an impact on the reader	I can use grammar to create an impact on the reader	I can use alliteration in writing
I can use metaphor in writing	I can use patterning in writing; I came, I saw, I conquered	I can add well chosen detail to interest the reader	I can summarise a paragraph
I can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby)	I can organise my writing into paragraphs to show different information or events	I can use a relative clause: <i>who*</i> , <i>that</i> , <i>which</i> , <i>whose</i> , <i>where</i> , <i>when</i>	I can use adverbs or modals verbs to indicate a degree of possibility can, could, would, should, shall, will may
I can use brackets, dashes and commas to indicate parenthesis	I can use commas to clarify meaning or avoid ambiguity	I can use headings	I can use bullet points
I can make notes to develop initial ideas, drawing on reading and research	I can use casual and temporal connectives (e.g. while, during, after, because, as a result, due to, only when, so)	I can know differences between first and third person (Y5)	I can use the plural apostrophe when using plural words.

**Year 5 Composition Objectives**

I can evaluate an example of the genre, and as a class identify the success criteria.	I can use the criteria of a good example to structure my own writing.	(In poetry), I can note the rhyme, rhythm and repetition and other devices and use this as a model to write my own.	(Within non-fiction), I can understand how my writing needs to change in response to the genre, knowing what I need to include.
I can precise longer passages	I can know what that I have to change my writing in response to the different audience.	I can write in the appropriate form dependent on the specific genre.	I can use grammatical structures appropriate to the audience to make meaning clear and

			create effect.
I can use ambitious level vocabulary appropriate to the audience to make meaning clear and create effect	I can use a range of sentence starters to create a specific effect	I can use developed noun phrases to add detail to sentences	I can begin to use the passive voice to present information.
I can use dialogue securely and consistently within narrative writing	I can consider how authors have developed characters in what has been read.	I can consider how authors have developed setting in what has been read and discussed.	I can summarise a text, conveying key information in writing, following a checklist of criteria
I can assess the effectiveness of my own writing against the success criteria.	I can write in the correct tense throughout a piece of writing	I can write with consistent subject verb agreement throughout a piece of writing	I can proof read for punctuation errors
I can proof read for spelling errors	I can perform my own composition using appropriate intonation.		
<b>Year 5 Handwriting and Presentation Objectives</b>			
I can write in a joined, legible script	I can choose the writing implement that is best suited for a task		
<b>Year 5 Spelling</b>			
I can spell the commonly misspelt words from the Y5/6 word list	I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary	I can spell words with silent letter (knight, psalm, solemn)	I can distinguish between homophones or other words that can be easily confused affect/effect, ball/bawl to/too weather/whether, whose/who's and desert Y6)
I can understand and use the letter string ough	I can know when I can double the consonant before a vowel and when to drop an e when adding a suffix.	I can understand when and how to add the suffixes sure, ture, sion, ous, tion, sion, ssion, cian	I can understand the spelling variations of the sound igh -ei, ey
I can use a range of spelling strategies (as referred to in Y3/4)	I can understand when and how to add prefixes to words and know the rules to apply ation, ly, ous, tion, sion, ssion, cian, dis, mis, in, un, re, sub, inter,	I can use a thesaurus and dictionary independently to check meaning, spelling and enhance word choices.	I can spell all of the 3, 4 and 50% of the Year 5 and 6 words.

	super, anti, auI can		
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<b>Year 5 Vocabulary, Grammar and Punctuation Objectives</b>			
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To form verbs with prefixes	To convert nouns or adjectives into verbs by adding a suffix	To understand the rules for adding prefixes and suffixes	To use a thesaurus
To discuss the audience and purpose of my writing	To start sentences in different ways	To use the correct features and sentence structure matched to the text type I am working on	To develop characters through action and dialogue
To establish a viewpoint as the writer through commenting on characters and events	To use vocabulary to create an impact on the reader	To use grammar to create an impact on the reader	To use alliteration in writing
To use metaphor in writing	To use patterning in writing; I came, I saw, I conquered	To add well chosen detail to interest the reader	To summarise a paragraph
To link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby)	To organise my writing into paragraphs to show different information or events	To use a relative clause: <i>who*</i> , <i>that</i> , <i>which</i> , <i>whose</i> , <i>where</i> , <i>when</i>	To use adverbs or modals verbs to indicate a degree of possibility can, could, would, should, shall, will may
To use brackets, dashes and commas to indicate parenthesis	To use commas to clarify meaning or avoid ambiguity	To use headings	To use bullet points
To make notes to develop initial ideas, drawing on reading and research	To use casual and temporal connectives (e.g. while, during, after, because, as a result, due to, only when, so)	To know differences between first and third person (Y5)	To use the plural apostrophe when using plural words.

<b>Year 5 Composition Objectives</b>			
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To evaluate an example of the genre, and as a class identify the success criteria.	To use the criteria of a good example to structure my own writing.	(In poetry), to note the rhyme, rhythm and repetition and other devices and use this as a model to write my own.	(Within non-fiction), to understand how my writing needs to change in response to the genre, knowing what I need to include.
To precise longer passages	To know what that I have to change my writing in response to the different audience.	To write in the appropriate form dependent on the specific genre.	To use grammatical structures appropriate to the audience to make meaning clear and

			create effect.
To use ambitious level vocabulary appropriate to the audience to make meaning clear and create effect	To use a range of sentence starters to create a specific effect	To use developed noun phrases to add detail to sentences	To begin to use the passive voice to present information.
To use dialogue securely and consistently within narrative writing	To consider how authors have developed characters in what has been read.	To consider how authors have developed setting in what has been read and discussed.	To summarise a text, conveying key information in writing, following a checklist of criteria
To assess the effectiveness of my own writing against the success criteria.	To write in the correct tense throughout a piece of writing	To write with consistent subject verb agreement throughout a piece of writing	To proof read for punctuation errors
To proof read for spelling errors	To perform my own composition using appropriate intonation.		
<b>Year 5 Handwriting and Presentation Objectives</b>			
To write in a joined, legible script	To choose the writing implement that is best suited for a task		
<b>Year 5 Spelling</b>			
To spell the commonly misspelt words from the Y5/6 word list	To use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary	To spell words with silent letter (knight, psalm, solemn)	To distinguish between homophones or other words that can be easily confused affect/effect, ball/bawl to weather/whether, whose/who's and desert Y6)
To understand and use the letter string ough	To know when to double the consonant before a vowel and when to drop an e when adding a suffix.	To understand when and how to add the suffixes sure, ture, sion, ous, tion, sion, ssion, cian	To understand the spelling variations of the sound igh -ei, ey
To use a range of spelling strategies (as referred to in Y3/4)	To understand when and how to add prefixes to words and know the rules to apply ation, ly, ous, tion, sion, ssion, cian, dis, mis, in, un, re, sub, inter, super, anti, auto	To use a thesaurus and dictionary independently to check meaning, spelling and enhance word choices.	To spell all of the 3, 4 and 50% of the Year 5 and 6 words.

**Year 6 Vocabulary, Grammar and Punctuation Objectives**

<b>I can use a comma after a fronted adverbial phrase</b>	<b>I can use the semi colon and dash</b>	<b>I can use the semi colon to introduce a list and semi colon within a list</b>	<b>I can use a range of punctuation to mark the boundary between independent clauses</b>
<b>I can use the subjunctive form:</b> to advise (that), to ask (that), to command (that), to demand (that), to desire (that), to insist (that), to propose (that), to, recommend (that), to request (that), to suggest (that), to urge (that)	<b>I can use the perfect form of verbs to mark relationships of time and cause</b>	<b>I can use expanded noun phrases to convey complicated information concisely</b>	<b>I can use modal verbs or adverbs to indicate degrees of possibility</b>
<b>I can use a hyphen to avoid ambiguity</b>	<b>I can convert verbs into nouns adding a suffix</b>	<b>I can use a variety of organisational and presentational devices correct to the text type</b>	<b>I can write in paragraphs which can clearly signal a change in subject, time, place and event</b>
<b>I can vary sentence structure depending on whether the writing is formal or informal</b>	<b>I can use the passive voice to affect the presentation of information a sentence. (I broke a window in the greenhouse; the window in the greenhouse was broken (by me)).</b>	<b>I can confidently use a dictionary to check spelling and meaning of words</b>	<b>I can use a thesaurus to develop challenging vocabulary within all of my work.</b>
<b>I can Complex sentences; use a passive voice; technical vocabulary; use of words/phrases to make sequential, casual or logical connections.</b>	<b>I can use hypothetical language (if..then, might, when the..)</b>	<b>I can add suffixes to nouns to make verbs i.e. run to runner. (ant, ance, ancy, ent, ence, ency, able, ible, ibly, ably, fer)</b>	<b>I can add prefixes to root words and understand how they change the meaning of words (dis, mis, un, in, re, sub, inter, super, auto, anti)</b>

**Year 6 Handwriting and Presentation Objectives**

<b>I can write in a joined, legible script</b>	<b>I choose the writing implement that is best suited for a task</b>	
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**Year 6 Composition Objectives**

<b>I can evaluate a good example of the genre, and identify the</b>	<b>I can utilise research and qualities of a good example and use</b>	<b>In poetry, note the structures used, model these and</b>	<b>Within non-fiction, understand the purpose, features and</b>
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success criteria.	this to enhance my own writing.	evaluate to create my own pieces.	how my writing needs to change to suit the genre.
I can precis longer passages	I can identify the audience for and purpose of their writing	I can choose the appropriate form and register for the audience and purpose of the writing	I can use grammatical structures appropriate to the audience to make meaning clear and create effect
I can use ambitious level vocabulary appropriate to the audience to make meaning clear and create effect	I can use a range of sentence starters to create a specific effect	I can use developed noun phrases to add detail to sentences	I can use the passive voice to present information with a different emphasis
I can use dialogue to advance events in narrative writing	I can consider how authors have developed characters in what has been read, listened to or been performed	I can consider how authors have developed setting in what has been read, listened to or been performed	I can summarise a text, conveying key information in writing
I can assess the effectiveness of my own writing	I can write in the correct tense throughout a piece of writing	I can write with consistent subject verb agreement throughout a piece of writing	I can self assess my writing for errors
	I can perform my own composition using appropriate intonation, volume and movement so that the meaning is clear	I can write for a sustained period maintaining quality within sentences.	I ensure cohesion and consistency throughout all of my writing.

**Year 6 Spelling**

I can identify the ce sound in words when they are pronounced s	I understand the use of ital, cial and common exceptions.	I understand and use the i before e except after c rule.	I can spell all of the year 3, 4, 5, 6 key words.
I can use a range of spelling strategies (as referred to in Y3/4)	I can distinguish between homophones and other words which are often confused (advice to principle)	I can spell 80% the commonly misspelt from the year 5/6 spelling list	I can add prefixes and suffixes to all root words

**Year 6 Vocabulary, Grammar and Punctuation Objectives**

<b>To use a comma after a fronted adverbial phrase</b>	<b>To use the semi colon and dash</b>	<b>To use the semi colon to introduce a list and semi colon within a list</b>	<b>To use a range of punctuation to mark the boundary between independent clauses</b>
<b>To use the subjunctive form:</b> to advise (that), to ask (that), to command (that), to demand (that), to desire (that), to insist (that), to propose (that), to, recommend (that), to request (that), to suggest (that), to urge (that)	<b>To use the perfect form of verbs to mark relationships of time and cause</b>	<b>To use expanded noun phrases to convey complicated information concisely</b>	<b>To use modal verbs or adverbs to indicate degrees of possibility</b>
<b>To use a hyphen to avoid ambiguity</b>	<b>To convert verbs into nouns adding a suffix</b>	<b>To use a variety of organisational and presentational devices correct to the text type</b>	<b>To write in paragraphs which can clearly signal a change in subject, time, place and event</b>
<b>To vary sentence structure depending on whether the writing is formal or informal</b>	<b>To use the passive voice to affect the presentation of information a sentence. (I broke a window in the greenhouse; the window in the greenhouse was broken (by me)).</b>	<b>To confidently use a dictionary to check spelling and meaning of words</b>	<b>To use a thesaurus to develop challenging vocabulary within all of my work.</b>
<b>To use complex sentences; use a passive voice; technical vocabulary; use of words/phrases to make sequential, casual or logical connections.</b>	<b>To use hypothetical language (if..then, might, when the..)</b>	<b>To add suffixes to nouns to make verbs i.e. run to runner. (ant, ance, ancy, ent, ence, ency, able, ible, ibly, ably, fer)</b>	<b>To add prefixes to root words and understand how they change the meaning of words (dis, mis, un, in, re, sub, inter, super, auto, anti)</b>

**Year 6 Handwriting and Presentation Objectives**

<b>To write in a joined, legible script</b>	<b>To choose the writing implement that is best suited for a task</b>	
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**Year 6 Composition Objectives**

<b>To evaluate a good example of the genre, and identify the success criteria.</b>	<b>To utilise research and qualities of a good example and use this to enhance my</b>	<b>(In poetry), to note the structures used, model these and evaluate to create</b>	<b>(Within non-fiction), to understand the purpose, features and how my writing needs</b>
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	own writing.	my own pieces.	to change to suit the genre.
To precis longer passages	To identify the audience for and purpose of their writing	To choose the appropriate form and register for the audience and purpose of the writing	To use grammatical structures appropriate to the audience to make meaning clear and create effect
To use ambitious level vocabulary appropriate to the audience to make meaning clear and create effect	To use a range of sentence starters to create a specific effect	To use developed noun phrases to add detail to sentences	To use the passive voice to present information with a different emphasis
To use dialogue to advance events in narrative writing	To consider how authors have developed characters in what has been read, listened to or been performed	To consider how authors have developed setting in what has been read, listened to or been performed	To summarise a text, conveying key information in writing
To assess the effectiveness of my own writing	To write in the correct tense throughout a piece of writing	To write with consistent subject verb agreement throughout a piece of writing	To self assess my writing for errors
	To perform my own composition using appropriate intonation, volume and movement so that the meaning is clear	To write for a sustained period maintaining quality within sentences.	To ensure cohesion and consistency throughout all of my writing.
<b>Year 6 Spelling</b>			
To identify the ce sound in words when they are pronounced s	To understand the use of ital, cial and common exceptions.	To understand and use the i before e except after c rule.	To spell all of the year 3, 4, 5, 6 key words.
To use a range of spelling strategies (as referred to in Y3/4)	To distinguish between homophones and other words which are often confused (advice to principle)	To spell 80% the commonly misspelt from the year 5/6 spelling list	I can add prefixes and suffixes to all root words