

# Writing Curriculum Objectives Years 1 - 3

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Trinity Primary





## Writing Curriculum Objectives Key Stage One

	Year 1	Year 2	Year 3
Coverage of genres	<p><b>In a familiar context:</b> retelling stories, simple poems, lists, simple recounts, simple descriptions</p>	<p><b>In a familiar context:</b> narratives about personal experiences and those of others (real and fictional), real events/recounts, poetry</p> <p>For different purposes and to different people Eg. To entertain, inform, describe, explain, persuade</p>	<p><b>Beginning to use more of the common features:</b> Stories, letters, poetry, non fiction information</p> <p>For different purposes and to different people Eg. To entertain, inform, describe, explain, persuade</p>
Handwriting	<p><b>I can hold a pencil correctly</b></p> <p><b>I can leave finger spaces between words</b></p> <p><b>I can form digits 0-9</b></p> <p><b>I can form letters belonging to the .... family</b></p> <p><b>I can form letters belonging to the .... family</b></p> <p><b>I can form letters belonging to the .... family</b></p> <p><b>I can form letters belonging to the .... Family</b></p> <p><b>I can form capital letters</b></p>	<p><b>I can leave regular spaces between my words</b></p> <p><b>I can make sure my digits are the same size</b></p> <p><b>I can make sure my lower case letters are the same size</b></p> <p><b>I can make sure my capital letters are bigger than my lower case ones</b></p> <p><b>I can start to join my letters</b></p>	<p><b>I can join my letters keeping my writing the same size</b></p>
Phonics and whole word spelling	<p><b>I can spell words from ..... level correctly</b></p> <p><b>I can spell most words from Letters and sounds phase 3 and 4 correctly</b></p>	<p><b>I can spell words from ..... level correctly</b></p> <p><b>I can spell most words from Letters and sounds phase 5 and 6 correctly</b></p> <p><b>I can distinguish between homophones and near-homophones</b></p>	<p><b>I can spell words from ..... level correctly</b></p> <p>I can spell further homophones</p>



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Spelling rules and conventions	<p><b>I can add 's' or 'es' for plurals and some verbs</b></p> <p>I can use the prefix un-</p> <p><b>I can use -ing, -ed, -er and -est where no change is needed</b></p>	<p>I can spell the 's' sound using 'c' before e, i and y</p> <p>I can make the 'le' sound at the end of a word using 'le' 'al' 'el' 'il'</p> <p><b>I can change 'y' to 'ies' when making plurals</b></p> <p><b>I can change 'y' to 'i' when adding the suffixes 'ment' 'ness' 'ful' 'less' 'ly'</b></p> <p>I know that I usually drop the 'e' from the end of a word when adding 'ing' 'ed' 'er' 'est' 'y'</p> <p>I can change 'y' to 'ied' for regular past tense verbs</p> <p>I can add 's' for regular plurals including after 'ey'</p> <p>I can begin to write words which have the 'shun' suffix ('tion', 'sion')</p>	<p>I know whether to double letters when adding 'ing', 'ed', 'er', or 'en'</p> <p>I know when to use 'y' for the 'ie' sound in the middle of words</p> <p>I know when to use 'ou' for the 'u' sound</p> <p>I can use prefixes which have negative meanings 'un' 'dis' 'mis' 'in' 'im' 'il'</p> <p>I can spell words with the 'k' sound spelt 'ch'</p> <p>I can spell words where the 'sh' sound is spelt with 'ch'</p> <p>I can choose the correct way to make the 'ay' sound 'ei' 'eigh' 'ey'</p> <p>I can use the suffix 'ous'</p> <p><b>I can use the first 2 or 3 letters of a word to check its spelling in a dictionary</b></p>
Grammar	<p><b>I can combine words to make sentences while talking and writing</b></p> <p><b>I can write sentences with 'and' to join clauses</b></p> <p><b>I know and can use this grammar vocabulary: letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</b></p>	<p><b>I can say if a sentence is a statement, question, exclamation or command</b></p> <p><b>I can write statements, questions, exclamations, commands</b></p> <p>I can write in the present tense</p> <p><b>I can write in the past tense</b></p> <p><b>I can use when, if, that, because in my sentences</b></p> <p><b>I can use or, and, but in my sentences</b></p> <p>I can use some features of written Standard English</p> <p><b>I know and can use this grammar vocabulary: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma</b></p>	<p><b>I can stay in the correct tense when writing</b></p> <p>I can use the present perfect form of verb (eg. 'I have been' instead of 'I went' or 'she has been' instead of 'she was')</p> <p><b>I can use the conjunctions I have learnt to vary my sentences (when, if, that, because, or, and, but)</b></p> <p>I can use 'an' before words beginning with a e i o u</p> <p><b>I know and can use this grammar vocabulary: adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</b></p>



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Punctuation	<p><b>I can use full stops to end a sentence</b></p> <p><b>I can use a capital letter to begin a sentence</b></p> <p>I can use a question mark to end a question</p> <p>I can use an exclamation mark to end an exciting sentence</p> <p><b>I can use a capital letter for the pronoun 'I'</b></p> <p>I can use a capital letter for names of people, places, the days of the week</p>	<p><b>I can use full stops, question marks and exclamation marks to end sentences with little prompting</b></p> <p><b>I can use capital letters for proper nouns and pronoun 'I'</b></p> <p><b>I can use commas in lists</b></p> <p><b>I can use apostrophes for contracting (eg. don't)</b></p> <p>I can use apostrophes for single possession (eg. Dave's toy)</p>	<p><b>I can use full stops, question marks and exclamation marks to end sentences over longer pieces of writing</b></p> <p>I can use commas in lists in longer pieces of writing</p> <p>I can use apostrophes for contracting in longer pieces of writing</p> <p><b>I can use apostrophes for single possession (eg. Dave's toy) and plural possession (eg. the boys' toys)</b></p> <p><b>I can use inverted commas to mark speech</b></p>
Writing Process	<p><b>I can say a sentence out loud before writing it</b></p> <p>I can re-read what I have written to check that it makes sense</p> <p>I can discuss what I have written with the teacher or other pupils</p> <p>I can use simple success criteria to check for full stops and capital letters</p> <p>I can read my writing aloud clearly enough to be heard by my peers and the teacher</p>	<p>I can plan or say out loud what I am going to write about</p> <p>I can plan by writing down ideas and/or key words</p> <p>I can reread what I have written to check it makes sense</p> <p>I can say what makes my writing good with the teacher and my friends</p> <p>I can use success criteria to check my writing for punctuation, spelling and tense errors</p> <p>I can read my own writing aloud saying some words in a different way to help the listener understand</p>	<p>I can compose and rehearse sentences out loud with more sophisticated vocabulary and structure</p> <p>I can plan by discussing and recording ideas with my peers before writing</p> <p>I can reread what I have written to check it makes sense</p> <p>I can say what makes my own and my friends' writing good with my teacher and peers</p> <p>I can suggest new nouns or more sophisticated vocabulary to improve my own and my friends' writing</p> <p>I can use success criteria to check my writing for punctuation, spelling and tense errors</p> <p>I can read my own writing aloud changing how loud I speak and how I say different words to help the listener understand</p>



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Text Structure and organisation	<p><b>I can sequence sentences to form short narratives</b></p>	<p><b>I can use simple time connectives to structure my writing (eg. First, second, then, after, finally)</b></p> <p><b>I can start my sentences in different ways</b></p> <p><b>I can break my writing up using line breaks, headings or numbers</b></p>	<p><b>I can introduce and round my writing off</b></p> <p><b>I can start my sentences in different ways for effect</b></p> <p><b>I can organise paragraphs around a theme</b></p> <p><b>I can include a setting in a story</b></p> <p><b>I can include character descriptions in narratives</b></p> <p><b>I have a beginning, middle and end to my stories</b></p> <p>I can discuss the structure and vocabulary used in different text types</p> <p><b>I can use headings, subheadings and bullet points when writing non-fiction</b></p>
Writing Composition	<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><b>I can use 3 adjectives in my writing</b></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><b>I can use expanded noun phrases to add description and detail (eg. The blue butterfly)</b></p> <p><b>I can use verbs which are more interesting than 'went'</b></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><b>I can use a range of adjectives, adverbs and verbs to describe</b></p> <p><b>I can choose between nouns or pronouns so I do not repeat too much</b></p> <p><b>I can use some words or phrases which are used in the type of writing I am doing</b></p>