



Kinsley Academy Key Stage 1- English Writing Objectives



		Year 1	Year 2	
Vocabulary, grammar and punctuation	Word	<p>When teaching word objectives, check with Year 1 Spelling Sheet for spelling rules which may link. Check Year 1 terminology and ensure children understand grammatical terms such as a “noun” before teaching word/spelling related objectives.</p> <p>Understand and use:</p> <ol style="list-style-type: none"> Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>] 	<p>When teaching word objectives, check with Year 2 Spelling Sheet for spelling rules which may link (more examples of suffixes can be found on the spelling sheet). Revise and check Year 1 and 2 terminology and ensure children understand grammatical terms such as a “suffix” before teaching word/spelling related objectives.</p> <ol style="list-style-type: none"> Formation of nouns using suffixes such as –<i>ness</i>, –<i>er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as –<i>ful</i>, –<i>less</i> (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1) Use of the suffixes –<i>er</i>, –<i>est</i> in adjectives and the use of –<i>ly</i> in Standard English to turn adjectives into adverbs 	
	Sentence	<ol style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using <i>and</i> 	<ol style="list-style-type: none"> Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 	
	Text	<ol style="list-style-type: none"> Sequencing sentences to form short narratives 	<ol style="list-style-type: none"> Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] 	
	Punctuation	<ol style="list-style-type: none"> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I 	<ol style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl’s name</i>] 	
	Terminology	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma	
Composition	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> write sentences by: <ol style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 		<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: <ol style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: <ol style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: <ol style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear. 	
Handwriting	<p>Independently:</p> <ol style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly. Form lower-case letters in the correct direction, starting and finishing in the right place (may be inconsistent in size in relation to each other). Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 		<p>Independently:</p> <ol style="list-style-type: none"> Form lower-case letters of the correct size relative to one another. Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters. 	
Transcription	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> spell: <ol style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: <ol style="list-style-type: none"> naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: <ol style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, <i>helping, helped, helper, eating, quicker, quickest</i>] apply simple spelling rules and guidance, as listed in Spelling List write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 		<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> Spell by: <ol style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, <i>the girl’s book</i>] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, as listed in the Spelling List write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	