

Writing objectives learning ladder.

EYFS Writing

- Write simple sentences which can be read by themselves & others.
- Write own name and other things such as labels, captions.
- Use a capital letter for their name.
- Start to use capital letters and full stops to demarcate simple sentences.
- Some words are spelt correctly and others are phonetically plausible.
- Hold a pencil effectively with correct grip.
- Form all letters correctly.

Year 1 Writing

- Write in sentences which sometimes use full stops correctly.
- Use 'and' to join ideas.
- Use conjunctions to join sentences (e.g. so, but).
- Use standard forms of verbs, e.g. I go to the shop./ He goes to the shop./ I went to the shop.
- Evidence of: Capital letters, Full stops, Question marks, Exclamation marks.
- Use capital letters for names & personal pronoun 'I'.
- Sentences relate events or ideas in a logical order.
- Write a sequence of sentences to form a short story or report.
- Spell correctly the Year 1 common exception words; 100 high frequency words and the majority of the Year 1/2 National curriculum words (see website) accurately.
- Correct formation of lower case letters.
- Correct formation of capital letters.
- Correct formation of numbers.

Year 2 Writing

- Write different kinds of sentence: statement (*I can read my book.*), question (*Can I read my book?*), exclamation (*This book is great!*), command (*Read your book*).
- Use expanded noun phrases to add description & specification e.g. *It was a hot, sunny day.*
- Write using subordination (*when, if, that, because*).
- Correct & consistent use of present tense & past tense.
- Correct use of verb tenses e.g. Past tense in stories (*Goldilocks went into the cottage*). Present tense in instructions (*Mix the sugar in.*)
- Correct & consistent use of: Capital letters, Full stops, Question marks, Exclamation marks.
- Use commas in a list e.g. *I bought some sugar, flour and eggs.*
- Use apostrophe for omission e.g. *don't/can't/ couldn't/ I'm/they're.*
- Write under headings e.g. *How to bake a cake; You will need: Method:*
- Spell correctly all of the words on the 100/200 high frequency words lists; all of the Year 1/2 National curriculum words and all of the Year 1/2 common exception words. (see website).
- Write lower case letters correct size relative to one another.
- Evidence of diagonal & horizontal strokes to join handwriting.

Year 3 Writing

Use conjunctions (when, so, before, after, while, because).

- Use adverbs to sequence ideas (e.g. then, next, soon, therefore).
- Use prepositions (e.g. at, during, over, on, by).
- Experiment with adjectives to create impact.
- Correctly use verbs in 1st, 2nd & 3rd person. (e.g. I was going. /You were going./ He was going).
- Use perfect form of verbs instead of the simple past (e.g. *He has gone out to play* contrasted with *He went out to play*).
- Use inverted commas ('What time is it?' asked the teacher.) to punctuate direct speech.
- Group ideas into basic paragraphs
- Write under headings & sub-headings to aid presentation.

- Write with increasing legibility, consistency and fluency.
- Spell correctly the majority the words on the statutory Year 3/4 spelling list (see web site).
- Legible, joined handwriting.

Year 4 Writing

- Vary sentence structure, using different openers (e.g. A few moments later,....; In the distance,.....;Pedalling furiously,.....).
- Use fronted adverbials. (sentence openers).
- Use a comma after a fronted adverbial (e.g. Later that day, I heard bad news.)
- Use adjectival (descriptive) phrases (e.g. biting cold wind).
- Use an appropriate choice of noun (the name of a thing, such as an object, a place, or a person) or pronoun (a word that replaces a noun in a sentence e.g. I, me, mine, she, he, it, we, us).
- Apostrophe used for singular & plural possession (e.g. Bob's ball/ My parents' car.).
- Use commas to mark clauses (within longer sentences).
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organise ideas around a theme.
- Use connecting adverbs to link paragraphs (e.g. Firstly, Furthermore, Next, In conclusion).
- Spell correctly all of the words on the statutory Year 3/4 spelling list (see web site).
- Write with increasing legibility, consistency and fluency.

Year 5 Writing

- Add phrases to make sentences more precise & detailed (e.g. The red fox, who had a large tail, disappeared through the hedge).
- Use range of sentence openers – judging the impact or effect needed (e.g Later that day....; The next morning; Over the river)
- Use sentence structures appropriate to the text (e.g instructions, reports, explanations, narrative stories).
- Use pronouns to avoid repetition (e.g he, she, I, it, we, they etc).
- Use: brackets, dashes, commas.
- Use commas to clarify meaning or avoid ambiguity in longer sentences.
- Link clauses (*a clause creates a complete thought - an idea or a statement that can stand alone – it includes a subject plus a verb*) in sentences using a range of subordinating & coordinating conjunctions e.g. although, because, after, if, when, and, but, so.
- Use verb phrases to create subtle differences (e.g. she ran - she began to run).
- Consistently organise into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- Spell correctly the majority of the words on the statutory Year 5/6 spelling list (see web site)..
- Write legibly, fluently and with increasing speed.

Year 6 Writing

- Use subordinate clauses to write complex sentences - *a **subordinate clause** is a **clause** (a clause creates a complete thought - an idea or a statement that can stand alone – it includes a subject plus a verb). that cannot stand alone as a complete sentence but is linked to the main **clause** using a **subordinating** conjunction (although, after, before, because, how, if, once, since, so that, until, unless, when). It does not express a complete thought and requires additional information if read on its own..*
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- Use a sentence structure and layout matched to requirements of text type.
- Use semi-colon (;) colon (:) or dash (-) to mark the boundary between independent clauses.
- Use colon (:) to introduce a list and semi colon (;) within a list.
- Use correct punctuation of bullet points.
- Use hyphens (-) to join words that describe a noun e.g. chocolate-covered donuts; well-known doctor. much-needed vacation.
- Use paragraphs to signal change in time, scene, action, mood or person.
- Spell correctly all of the words on the statutory Year 5/6 spelling list (see web site).
- Write legibly, fluently and with increasing speed.