

Primary Curriculum 2014



Suggested Key Objectives for Writing at Key Stages 1 and 2

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Deriving the Key Objectives

This booklet was based on the earlier booklet of Maths Key Objectives. The Maths booklet was intended to provide some key objectives for assessment that would allow teachers to make broad judgements about progress based on the most significant aspects of the National Curriculum for each year group.

The task for English is far more complex. The nature of the subject is inevitably less easy to break into manageable chunks for teaching and assessment. The challenge has been compounded by the vagaries of the structure of the new National Curriculum. These are particularly significant in English, where it seems that the focus has been to break down various objectives into minute detail, while leaving others broad and vague.

For example, when considering the part of punctuation in writing, the National Curriculum document goes as far as to specify that children should be taught to “indicate grammatical and other features by punctuating bullet points consistently”. By contrast, when it comes to the development of complex narratives, the requirements are vaguely presented in phrases such as “in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action”.

This lack of balance in the treatment in the various strands is reflected in the lack of balance in the key objectives listed in this booklet. For that reason, it is not suggested that this booklet is sufficient to form an entire assessment structure. However, it may support schools in identifying key strands around which they might choose to build their assessment materials

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Year 1 Key Objectives

Taken from the National Curriculum

| | |
|----|--|
| 1 | Spell words containing each of the 40+ phonemes taught |
| 2 | Spell common exception words |
| 3 | Spell the days of the week |
| 4 | Name the letters of the alphabet in order |
| 5 | Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs |
| 6 | Using –ing, –ed, –er and –est where no change is needed in the spelling of root words |
| 7 | Sit correctly at a table, holding a pencil comfortably and correctly |
| 8 | Begin to form lower-case letters in the correct direction, starting and finishing in the right place |
| 9 | Form capital letters |
| 10 | Form digits 0-9 |
| 11 | Composing a sentence orally before writing it |
| 12 | Sequencing sentences to form short narratives |
| 13 | Read their writing aloud clearly enough to be heard by their peers and the teacher. |
| 14 | Leaving spaces between words |
| 15 | Joining words and joining clauses using "and" |

Year 1 Key Objectives

Summarised form

| | |
|----|---|
| 1 | Spell words using the standard phonemes |
| 2 | Spell common exception words |
| 3 | Spell the days of the week |
| 4 | Name the letters of the alphabet in order |
| 5 | Understand spelling rules for adding 's' |
| 6 | Use suffixes -ing, -ed, -er and -est |
| 7 | Sit and hold writing implement correctly |
| 8 | Begin to form lower-case letters correctly |
| 9 | Form capital letters |
| 10 | Form digits 0-9 |
| 11 | Compose a sentence orally before writing |
| 12 | Sequence sentences to form short narratives |
| 13 | Read writing aloud audibly and clearly |
| 14 | Leave spaces between words |
| 15 | Join words and clauses using 'and' |

Year 2 Key Objectives

Taken from the National Curriculum

| | |
|----|--|
| 1 | Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly |
| 2 | Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones |
| 3 | Learning the possessive apostrophe (singular) |
| 4 | Learning to spell more words with contracted forms |
| 5 | Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly |
| 6 | Form lower-case letters of the correct size relative to one another |
| 7 | Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters |
| 8 | Writing for different purposes |
| 9 | Read aloud what they have written with appropriate intonation to make the meaning clear |
| 10 | Expanded noun phrases to describe and specify |
| 11 | Sentences with different forms: statement, question, exclamation, command |
| 12 | The present and past tenses correctly and consistently including the progressive form |
| 13 | Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) |
| 14 | Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes... |
| 15 | (extended from 14) |

Year 2 Key Objectives

Summarised form

| | |
|----|--|
| 1 | Break words into phonemes for spelling |
| 2 | Know some spellings which use variations of standard phonemes |
| 3 | Use the possessive apostrophe |
| 4 | Spell some words with contracted forms |
| 5 | Use suffixes to spell longer words, including -ment, -ness, -less, -ful, -ly |
| 6 | Form lower-case letters of the correct size relative to one another |
| 7 | Write capital letters of appropriate size |
| 8 | Write for different purposes |
| 9 | Read aloud using appropriate intonation |
| 10 | Use noun phrases |
| 11 | Use four main types of sentence appropriately |
| 12 | Use present and past tense correctly |
| 13 | Use some coordinating and subordinating conjunctions |
| 14 | Use appropriate demarcation punctuation |
| 15 | Use commas for lists |

Year 3-4 Key Objectives

Taken from the National Curriculum

| | |
|----|--|
| 1 | spell words that are often misspelt (Appendix 1) |
| 2 | Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals |
| 3 | Use the first 2 or 3 letters of a word to check its spelling in a dictionary |
| 4 | Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined |
| 5 | Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar |
| 6 | Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures |
| 7 | Organising paragraphs around a theme |
| 8 | In narratives, creating settings, characters and plot |
| 9 | In non-narrative material, using simple organisational devices (headings & subheadings) |
| 10 | Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences |
| 11 | Proofread for spelling and punctuation errors |
| 12 | Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |
| 13 | Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although |
| 14 | Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |
| 15 | Using conjunctions, adverbs and prepositions to express time and cause (and place) |
| 16 | Using fronted adverbials |
| 17 | Difference between plural and possessive -s |
| 18 | Standard English verb inflections (I did vs. I done) |
| 19 | Extended noun phrases, including with prepositions |
| 20 | Using and punctuating direct speech (including punctuation within and surrounding inverted commas) |

Year 3-4 Key Objectives

Summarised form

| | |
|----|---|
| 1 | Spell words which are often misspelt from the Y3-4 list |
| 2 | Use the possessive apostrophe accurately with plurals |
| 3 | Use a dictionary to check a spelling |
| 4 | Use appropriate handwriting joins, including choosing unjoined letters |
| 5 | Adopt the features of existing texts to shape own writing |
| 6 | Build sentences with varied vocabulary and structures |
| 7 | Organise paragraphs around a theme |
| 8 | Develop detail of characters, settings and plot in narratives |
| 9 | Use simple organisational devices in non-fiction |
| 10 | Suggest improvements to grammar and vocabulary |
| 11 | Proofread own work for spelling and punctuation errors |
| 12 | Read aloud using appropriate intonation, tone and volume |
| 13 | Use a range of conjunctions to extend sentences with more than one clause |
| 14 | Choose nouns and pronouns for clarity and cohesion |
| 15 | Use conjunctions, adverbs and prepositions to express time, cause & place |
| 16 | Use fronted adverbials |
| 17 | Understand the difference between plural and possessive '-s' |
| 18 | Recognise and use standard English verb inflections |
| 19 | Use extended noun phrases, including with prepositions |
| 20 | Use and punctuate direct speech correctly |

Year 5-6 Key Objectives

Taken from the National Curriculum

| | |
|----|---|
| 1 | Spell some words with 'silent' letters |
| 2 | Continue to distinguish between homophones and other words which are often confused |
| 3 | Use dictionaries to check the spelling and meaning of words |
| 4 | Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own |
| 5 | Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning |
| 6 | In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action |
| 7 | Précising longer passages |
| 8 | Using a wide range of devices to build cohesion within and across paragraphs |
| 9 | Using further organisational and presentational devices to structure text and to guide the reader |
| 10 | Ensuring the consistent and correct use of tense throughout a piece of writing |
| 11 | Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register |
| 12 | Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
| 13 | Use a thesaurus |
| 14 | Using expanded noun phrases to convey complicated information concisely |
| 15 | Using modal verbs or adverbs to indicate degrees of possibility |
| 16 | Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun |
| 17 | Converting nouns or adjectives into verbs |
| 18 | Devices to build cohesion, including adverbials of time, place and number |
| 19 | Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms |
| 20 | Using passive verbs to affect the presentation of information in a sentence |
| 21 | Using the perfect form of verbs to mark relationships of time and cause |
| 22 | Differences in informal and formal language |
| 23 | Further cohesive devices such as grammatical connections and adverbials |
| 24 | Use of ellipsis |
| 25 | Using commas to clarify meaning or avoid ambiguity in writing |
| 26 | Using brackets, dashes or commas to indicate parenthesis |
| 27 | Using hyphens to avoid ambiguity |
| 28 | Using semicolons, colons or dashes to mark boundaries between independent clauses |
| 29 | Using a colon to introduce a list |
| 30 | Punctuating bullet points consistently |

Year 5-6 Key Objectives

Summarised form

| | |
|----|---|
| 1 | Spell some words with silent letters |
| 2 | Recognise and use spellings for homophones and other often-confused words |
| 3 | Use a dictionary to check spelling and meaning |
| 4 | Identify the audience and purpose before writing, and adapt accordingly |
| 5 | Select appropriate grammar and vocabulary to change or enhance meaning |
| 6 | Develop setting, atmosphere and character, including through dialogue |
| 7 | Précis longer passages |
| 8 | Use a range of cohesive devices |
| 9 | Use advanced organisational and presentational devices |
| 10 | Use the correct tense consistently throughout a piece of writing |
| 11 | Ensure correct subject and verb agreement |
| 12 | Perform compositions using appropriate intonation, volume and movement |
| 13 | Use a thesaurus |
| 14 | Use expanded noun phrases to convey complicated information concisely |
| 15 | Use modal verbs or adverbs to indicate degrees of possibility |
| 16 | Use relative clauses |
| 17 | Convert nouns or adjectives into verbs |
| 18 | Use adverbials of time, place and number for cohesion |
| 19 | Recognise vocabulary and structures that are appropriate for formal use |
| 20 | Use passive verbs to affect the presentation of information |
| 21 | Use the perfect form of verbs to mark relationships of time and cause |
| 22 | Recognise difference in informal and formal language |
| 23 | Use grammatical connections and adverbials for cohesion |
| 24 | Use ellipsis |
| 25 | Use commas to clarify meaning or avoid ambiguity |
| 26 | Use brackets, dashes and commas to indicate parenthesis |
| 27 | Use hyphens to avoid ambiguity |
| 28 | Use semi-colons, colons and dashes between independent clauses |
| 29 | Use a colon to introduce a list |
| 30 | Punctuate bullet points consistently |

