

Bidston Village CE Primary School

Writing Composition Objectives

Years 1 to 6

Year 1

Writing Composition

Pupils should be taught to:

- **write sentences by:**
- 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**

Writing: Vocabulary, grammar and punctuation

Pupils should be taught to:

- **develop their understanding of the concepts set out in English Appendix 2 by:**
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- **use the grammatical terminology in English Appendix 2 in discussing their writing**

Year 2

Writing Composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
- 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:**
- 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:**
- 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**
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Writing: Vocabulary, grammar and punctuation

Pupils should be taught to:

- **develop their understanding of the concepts set out in English Appendix 2 by (vocabulary, grammar and punctuation) Separate list**
- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- **learn how to use:**
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- **use and understand the grammatical terminology in English Appendix 2 in discussing their writing (vocabulary, grammar and punctuation)**

Year 3 and 4 (Lower Key Stage 2)

Writing Composition

Pupils should be taught to:

- **plan their writing by:**
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- **draft and write by:**
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- **evaluate and edit by:**
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- **proof-read for spelling and punctuation errors**
- **read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear**

Writing: Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- **develop their understanding of the concepts set out in the English Appendix List 2 (vocabulary/grammar/punctuation) by:**
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2
- (WORD, SENTENCE, TEXT, PUNCTUATION, TERMINOLOGY see list of ideas in objectives booklet)
- **indicate grammatical and other features by:**
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- **use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading**

Year 5 and 6 (Upper Key Stage 2)

Writing Composition

Pupils should be taught to:

- **plan their writing by:**
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- **draft and write by:**
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- **evaluate and edit by:**
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- **proof-read for spelling and punctuation errors**
- **perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear**

Writing: Vocabulary, grammar and punctuation

Pupils should be taught to:

- **develop their understanding of the concepts set out in English Appendix 2 by:**
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2 (WORD TEXT PUNCTUATION GRAMMAR see list of ideas in objectives booklet)
- **indicate grammatical and other features by:**
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- **use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading**