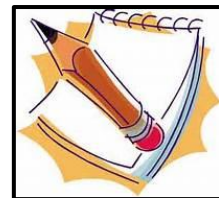




# Langley Mill Church of England (Controlled) Infant School and Nursery

## End of Year 1 Writing Objectives

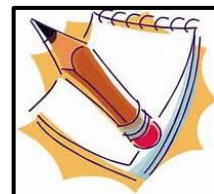


<b>Writing Grammar</b>	<p><b>I have developed my understanding of the concepts set out in English Appendix 2:</b></p> <ul style="list-style-type: none"> <li>▪ I leave spaces between words.</li> <li>▪ I join words and join clauses using 'and'.</li> <li>▪ I demarcate <b>SOME</b> sentences with capital letters and with <b>SOME</b> use of question or exclamation marks.</li> <li>▪ I use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> <li>▪ I am learning the grammar for Year 1 in <b>English Appendix 2</b>.</li> </ul> <p><b>I use the grammatical terminology in English Appendix 2 when discussing my writing:</b> (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark).</p>
<b>Writing Composition</b>	<p><b>I write sentences:</b></p> <ul style="list-style-type: none"> <li>▪ I say out loud what I am are going to write about.</li> <li>▪ I compose a sentence orally before writing it.</li> <li>▪ I sequence sentences to form short narratives.</li> <li>▪ I re-read what I have written to check that it makes sense.</li> </ul> <p><b>I can discuss what I have written with the teacher or other pupils.</b></p> <p><b>I read aloud my writing clearly enough to be heard by my peers and the teacher.</b></p>
<b>Spelling</b>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>▪ I can spell words containing each of the 40+ phonemes already taught.</li> <li>▪ I can spell <b>SOME</b> common exception words.</li> <li>▪ I can spell the days of the week.</li> </ul> <p><b>Naming the letters of the alphabet:</b></p> <ul style="list-style-type: none"> <li>▪ I can name the letters of the alphabet in order.</li> <li>▪ I use letter names to distinguish between alternative spellings of the same sound.</li> </ul> <p><b>Adding prefixes and suffixes:</b></p> <ul style="list-style-type: none"> <li>▪ I use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</li> <li>▪ I use the prefix un- .</li> <li>▪ I use -ing, -ed, -er and -est where no change is needed in the spelling of root words [e.g. helping, helped, helper, eating, quicker, quickest].</li> </ul> <p><b>I apply simple spelling rules and guidance listed in English Appendix 1.</b></p> <p><b>I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</b></p>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• I sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• I can form lower-case letters in the correct direction, starting and finishing in the right place, and of the correct size relative to one another in <b>SOME</b> of my writing.</li> <li>• I can form capital letters.</li> <li>• I can form digits 0-9.</li> <li>• I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</li> </ul>



# Langley Mill Church of England (Controlled) Infant School and Nursery

## End of Year 2 Writing Objectives

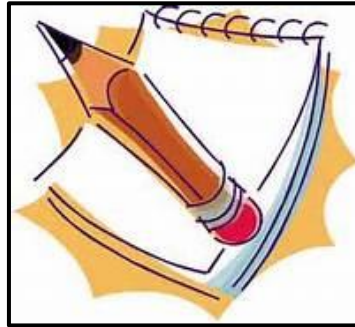


<p><b>Writing Grammar</b></p> <p>(see English Appendix 2)</p>	<p><b>I have developed my understanding of the concepts set out in English Appendix 2:</b></p> <ul style="list-style-type: none"> <li>I demarcate <b>MOST</b> sentences with a capital letter and full stop and with <b>SOME</b> use of capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</li> <li>I use sentences with different forms in my writing (statements, questions, exclamations, commands).</li> <li>I use <b>SOME</b> expanded noun phrases to describe and specify [e.g. the blue butterfly].</li> <li>I use the present and past tense <b>MOSTLY</b> correctly and consistently, including the progressive form.</li> <li>I use coordination (or/and/but) and <b>SOME</b> subordination (when/if/that/because).</li> <li>I am learning how to use the grammar for Year 2 in <b>English Appendix 2</b>.</li> <li>I am learning how to use some features of written Standard English.</li> </ul> <p><b>I use and understand the grammatical terminology in English Appendix 2 when discussing my writing:</b> (noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma)</p>
<p><b>Writing Composition</b></p>	<p><b>I am developing a positive attitude towards and stamina for writing:</b></p> <ul style="list-style-type: none"> <li>I can write narratives about personal experiences and those of others (real and fictional).</li> <li>I can write about real events.</li> <li>I can write poetry.</li> <li>I can write for different purposes.</li> </ul> <p><b>I consider what I am going to write before beginning:</b></p> <ul style="list-style-type: none"> <li>I plan and say out loud what I am going to write about.</li> <li>I can write down ideas and/or key words, including new vocabulary.</li> <li>I can encapsulate what I want to say, sentence by sentence.</li> </ul> <p><b>I make simple additions, revisions and corrections to my own writing:</b></p> <ul style="list-style-type: none"> <li>I evaluate my writing with the teacher and other pupils.</li> <li>I re-read to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>I proof-read to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly].</li> </ul> <p><b>I read aloud what I have written with appropriate intonation to make the meaning clear.</b></p>
<p><b>Spelling</b></p>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>I can segment spoken words into phonemes and represent these by graphemes, spelling <b>MANY</b> correctly.</li> <li>I can spell phonemes for which one or more spellings are already known, and some words with each spelling, including a few common homophones.</li> <li>I can spell <b>MANY</b> common exception words.</li> <li>I can spell <b>SOME</b> words with contracted forms.</li> <li>I can use the possessive apostrophe (singular) [e.g. the girl's book].</li> <li>I can distinguish between homophones and near-homophones.</li> </ul> <p><b>I can add suffixes to spell SOME longer words correctly in my writing e.g. -ment, -ness, -ful, -less, -ly.</b></p> <p><b>I apply spelling rules and guidance, as listed in English Appendix 1.</b></p> <p><b>I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</b></p>
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>I can form lower-case letters in the correct direction, starting and finishing in the right place, and of the correct size relative to one another in <b>MOST</b> of my writing.</li> <li>I use the diagonal and horizontal strokes needed to join letters in <b>SOME</b> of my writing, and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>I write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>I use spacing between words that reflects the size of the letters.</li> </ul>



**Langley Mill Church of England (Controlled)  
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**End of Reception Writing Objectives**



<b>Writing Grammar</b>	
<b>Writing Composition</b>	<ul style="list-style-type: none"><li>• I can write simple phrases and sentences that can be read by others.</li></ul>
<b>Spelling</b>	<ul style="list-style-type: none"><li>• I can spell words by identifying sounds in them and representing the sounds with a letter or letters.</li></ul>
<b>Handwriting</b>	<ul style="list-style-type: none"><li>• I can write recognisable letters, most of which are correctly formed.</li></ul>