

	Core objectives by year group: composition, purpose and audience					
EYFS	Year 1	Year 2*	Year 3	Year 4	Year 5	Year 6*
Write simple phrases and sentences that can be read by others.	Choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage). Compose sentences orally and in writing. Sequence sentences to form a short narrative or piece of information writing. Use basic descriptive language. Re-read and check writing makes sense.	EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional) EXS: Write about real events, recording these simply and clearly GDS: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing GDS: Make simple additions, revisions and proof-reading corrections to their own writing.	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. Write using a rich and varied vocabulary. In narrative create simple settings, characters and plot. Begin to use direct speech within narratives. Use paragraphs as a way of grouping related material. Evaluate the effectiveness of writing and suggest improvements. Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy below).	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. Write using a rich and varied vocabulary appropriate to purpose and form. Write narratives with a clear plot, and describe settings and characters. Make effective choices about using direct speech within narratives. Use paragraphs to organise ideas around a theme, e.g. making use of topic sentences in non-narrative. Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition. Evaluate the effectiveness of writing and suggest improvements. Proofread for spelling and punctuation (see Y4 age-related expectations for	Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text). In narratives, describe settings, characters and begin to develop atmosphere ('show not tell'). Use dialogue in narratives to convey character or advance the action. Use a range of devices to build cohesion within and across paragraphs: <ul style="list-style-type: none"> <li>secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition;</li> <li>link ideas using adverbials of time, place and number;</li> <li>link ideas using tense choices</li> </ul>	EXS: Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). [From Y6 PoS: this must include examples of more formal writing.] GDS: Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure). EXS: In narratives, describe settings, characters and atmosphere. EXS: Integrate dialogue in narratives to convey character and advance the action.

				accuracy below).	(e.g. he had seen her before instead of he saw her before). Make choices in drafting and revising writing, showing understanding of how these enhance meaning. Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).	EXS: Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. From PoS: Make choices in drafting and revising writing, showing understanding of how these enhance meaning. From PoS: Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).
--	--	--	--	------------------	--	---

**Core objectives by year group: grammar**

EYFS	Year 1	Year 2*	Year 3	Year 4	Year 5	Year 6*
Write simple phrases and sentences that can be read by others.	Combine words to form grammatically accurate sentences. Join words and clauses using 'and'.	EXS: Use present and past tense mostly correctly and consistently [From Y2 PoS: including use of the progressive form of verbs.] EXS: Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although). Add detail and precision through expanding noun phrases using pre-modification (secure and	Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although). Add detail and precision through expanding noun phrases (modification before the noun	use a range of verb forms, particularly the perfect, to mark relationships of time and cause. use modals and adverbs to indicate possibility. convey complicated information concisely by using pre- and post-modification	EXS: Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using

		<p>Add description and specification through the use of expanded noun phrases.</p> <p>Write different types of sentences – statements, commands, questions and exclamatory sentences.</p>	<p>extend from Year 2).</p> <p>Use present and past tense correctly, including use of the present perfect instead of the simple past.</p> <p>Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally).</p>	<p>and prepositional phrases after the noun).</p> <p>Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3).</p> <p>Use Standard English verb inflections, instead of local dialect forms (we were instead of we was; I did instead of I done).</p> <p>Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. therefore, soon, finally, before dark, during break, in the cave, because of Fred).</p>	<p>of nouns, including relative clauses.</p> <p>use a range of clause structures, sometimes varying their position within the sentence for effect (secure and extend from Year 4).</p>	<p>modal verbs to suggest degrees of possibility).</p> <p>EXS: Use verb tenses consistently and correctly throughout their writing.</p> <p>GDS: Distinguish between the language of speech and writing and choose the appropriate register.</p> <p>GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</p>
<b>Core objectives by year group: punctuation</b>						
EYFS	Year 1	Year 2*	Year 3	Year 4	Year 5	Year 6*
To write short sentences with words with known letter	Demarcate many sentences with capital letters and end punctuation	EXS: Demarcate most sentences in their writing with capital letters and	Demarcate sentences accurately throughout using	Demarcate sentences accurately throughout using	Demarcate sentences accurately throughout, using	EXS: Use the range of punctuation taught at key

<p>sound correspondences using a capital letter and full stop</p> <p>Spell words by identifying sounds in them representing the sounds with a letter or letters.</p>	<p>(full stops, question marks and exclamation marks). Use capital letters for names and the personal pronoun 'I'.</p>	<p>full stops, and use question marks correctly when required GDS: Use the punctuation taught at key stage 1 mostly correctly</p>	<p>capital letters, end punctuation and commas in lists (secure from Year 2). Avoid run-on sentences and comma splices. Use inverted commas to punctuate direct speech. Use apostrophes for contraction and singular possession correctly (secure from Year 2).</p>	<p>capital letters and end punctuation (secure from Year 2). Avoid run-on sentences and comma splices. Use commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech accurately. Use apostrophes correctly (contraction, singular and plural possession).</p>	<p>capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4). Avoid run-on sentences and comma splices. Indicate parenthesis using brackets, commas or dashes. Use punctuation to ensure meaning is clear, particularly commas for clarity.</p>	<p>stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech). GDS: Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
--	--	---	---	--	---	---

**Core objectives by year group: transcription**

EYFS	Year 1	Year 2*	Year 3	Year 4	Year 5	Year 6*
<p>Write recognisable letters, most of which are correctly formed.</p> <p>To form lower case and capital letters correctly</p>	<p>Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others. Spell many Year 1 common exception words.</p>	<p>EXS: Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others EXS: Spell many common</p>	<p>Spell correctly words that have been previously taught, including...</p> <ul style="list-style-type: none"> <li>• common exception words from KS1;</li> <li>• previously taught homophones;</li> <li>• those with known prefixes and</li> </ul>	<p>Spell correctly words that have been previously taught, including...</p> <ul style="list-style-type: none"> <li>• common exception words from KS1;</li> <li>• previously taught homophones;</li> <li>• those with known prefixes and</li> </ul>	<p>Spell correctly words that have been previously taught, including...</p> <ul style="list-style-type: none"> <li>• Year 3/4 statutory words;</li> <li>• common exception words from KS1;</li> <li>• previously taught homophones.</li> </ul> <p>Use and spell</p>	<p>EXS: Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. EXS: Maintain legibility in joined handwriting when</p>

	<p>Spell many words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est').</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters and digits 0-9.</p> <p>Separate words with spaces.</p>	<p>exception words</p> <p>GDS: Spell most common exception words</p> <p>GDS: Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*</p> <p>EXS: Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>GDS: Use the diagonal and horizontal strokes needed to join some letters.</p> <p>EXS: Use spacing between words that reflects the size of the letters.</p>	<p>suffixes.</p> <p>Use and spell correctly many words from the Year 3 / Year 4 spelling list.</p> <p>Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.</p> <p>Use joined up writing consistently and independently.</p>	<p>suffixes.</p> <p>Use and spell correctly most words from the Year 3 / Year 4 spelling list.</p> <p>Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words.</p> <p>Use joined up writing consistently, independently and fluently.</p>	<p>correctly many words from the year 5 / year 6 spelling list.</p> <p>Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.</p> <p>Maintain legibility in joined handwriting when writing at speed.</p>	<p>writing at speed.</p>
--	--	--	---	--	--	--------------------------

\* Year 2 and Year 6 objectives are based on the KS1 and KS2 teacher assessment frameworks respectively.