



Nacton C of E Primary School

English Curriculum: Writing Objective

EYFS	Write own name and other things such as labels, captions Attempt to write short sentences in meaningful contexts Use phonic knowledge to write words in way which match their spoken sounds Spell some common irregular words Write simple sentences which can be read by themselves and others Write phonetically plausible words Write CVC words Apply taught digraphs into writing Apply taught trigraphs into writing Write words with adjacent consonants Have an awareness of a capital letter and full stop when writing a simple sentence				
Emphasis on verbal	Openers	Conjunctions within sentences	Language	Sentence construction	Punctuation
	Time: <i>Once upon a time, Early one morning, First, Then, Next, But, so, Finally, And they all lived happily ever after.</i>	<i>and, who, until but</i>	Start prepositions: <i>up, down, in ,out, into, onto</i> Alliteration <i>Mad monkey</i>	Start ly sentence openers (How adverbs): Luckily, Unfortunately Simple & compound sentences (using and/but) Repetition for rhythm :he walked and he walked Repetition for description : A lean cat, a mean cat.	<i>Full stops Capital letters Finger spaces</i>

Year 1	Combine words to make sentences Leave spaces between words Join words and clauses using <i>and</i> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week and the personal pronoun Use simple description Say out loud what is going to be written about Compose a sentence orally before writing it Sequence sentences to form short narratives Re-read what they have written to check that it makes sense Discuss what has been written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher					
	Openers	Conjunctions within sentences	Language	Sentence construction	Punctuation	Text structure
	<i>Consolidate EYFS List</i> Time Connectives/ Conjunctions (time adverbs): One day, The next morning, In the end, Now, Soon, While, After, Until,	<i>Consolidate EYFS List</i> and so but	<i>Consolidate EYFS List</i> Prepositions: inside, outside, towards, across, under, over Similes using as: As tall as a house. How adverbs: suddenly, silently, slowly, quickly, loudly, happily, sadly Alliteration: dangerous dragon slimy snake Adjectives: To describe: The old house. The huge elephant.	<i>Consolidate EYFS List</i> Compound sentences using coordinating conjunction: and Simple Sentence: I went to the park. Types of Sentences: Questions & Exclamations Expanded noun phrase in a simple sentence (adjective in front of the noun): The giant had an enormous beard. Personal pronoun 'I'	<i>Consolidate EYFS List</i> Full stops . Capital letters Finger spaces Question marks ? Exclamation marks !	Sequencing sentences to form short narratives Understanding - beginning /middle /end to a story Beginning Once upon a time... or One day, Problem / Dilemma Suddenly,.../ Unfortunately,... Resolution/ End Fortunately,... Finally,...

Year 2	Use punctuation correctly: full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for contracted forms, apostrophes for the possessive (singular) Write sentences with different forms: statement, questions, exclamation, command Use expanded noun phrases to describe and specify Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Use sub-ordination (using when, if, that or because) Use co-ordination (using or, and so, but) Write narratives about personal experiences and those of others (real or fictional) Write about real events Write poetry Write for different purposes Plan or say aloud what is going to be written about Write down ideas, key words, new vocabulary Encapsulate what is to be written, sentence by sentence Make simple additions, revisions and corrections Evaluate writing with the teacher and other pupils Reread to check that their writing makes sense ad that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation					
	Openers	Conjunctions within sentences	Language	Sentence construction	Punctuation	Text structure
	Consolidate Yr1 List But: However, although Time: After a while, Immediately, Eventually, A few days later, Where: Across the road, Over the hill, Inside the castle,	Consolidate Yr1 List (and, but, so) When If That Because Or	Consolidate Yr1 List Prepositions: behind, above, along, before, between, after Similes using like: ...like sizzling sausages. ..like a knife through butter. Using ly words (how adverbs) to	Consolidate Yr1 List More how adverbs: bravely, carefully, anxiously, sharply, crossly, angrily, proudly. Descriptive lists of 3 things: he wore old shoes, a dark hat and a red coat. Simple extended noun phrases: lots of money, plenty of dragons.	Consolidate Yr1 List Commas between adjectives: big, black Commas in lists: He bought apples, pears and bananas . Commas after openers: Later,.... Slowly,.... Speech marks “ “	Plan opening around character, setting, time of day & type of weather Understanding 5 parts to a story: Opening: In a land far away.... One cold but bright morning..... Build-up: Later that day, Problem / Dilemma: To his amazement Resolution:

			describe & to inform: The snow fell gently and quietly. Pick up the pot carefully Using more ambitious verbs: The boys peeped inside the cave. Imperative verbs (bossy verbs) Pick it up. Lay the table. Fold it in half.	2 adjectives to describe the noun: The scary, old woman. Squirrels have long, bushy tails. Types of Sentences: Statements :School Finishes at 3pm. Questions : How old are you? Exclamations: How rude! Where Adverbial phrases as starters: At the end of the lane.... Over the rainbow... Direct speech using said. Reporting clause at the end. Complex sentences using more subordinating conjunctions: When, while, if, that, because. When it's cold, I put on my coat. While the animals were munching breakfast, the visitors arrived.	Apostrophe to mark contraction: <i>can't, didn't, hasn't, couldn't, it's for it is, I'll</i> Apostrophe to show singular possession: <i>The girl's name.</i>	As soon as Ending e.g. Fortunately, Ending should be a section rather than
--	--	--	--	--	---	--

Year 3	Use adverbs to express time, place and cause Use prepositions to express time, place and cause Use conjunctions to express time, place and cause (when, before, after, while, so because) Use inverted commas to punctuate direct speech Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense Build an increasing range of sentence structures Form nouns with a range of prefixes Use a or an according to whether the next word begins with a vowel or consonant Build a varied and rich vocabulary In narratives, create settings, characters and plot In non-narrative, use simple organisational devices, such as headings and sub-headings, to aid presentation Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.					
	Openers	Conjunctions within sentences	Language	Sentence construction	Punctuation	Text structure
	Consolidate Yr2 List Because Time Prepositions (adverbs): Later When While Whenever Without Warning, Meanwhile, Prepositions (Where adverbs): Next to By the side of In front of During	Consolidate Yr2 List (when, if, that, because, or) all of the coordinating conjunctions: FANBOYS For/ and/ nor/ but/ or/ yet/ so While Before After Although	Consolidate Yr2 List Prepositions: Next to, By the side of, In front of, During, Through, Throughout, Ambitious verbs: tremble, slither Expressing time, place & cause using subordinate conjunctions: when, before, after, while, because.	Consolidate Yr2 List Direct speech with an appropriate synonym of said & reporting clause at the beginning: Tom shouted, "Why?" Direct speech using questions and exclamations. Contractions: can't, won't, I'll, shan't, could've, would've, should've, Compound Sentences using all	Consolidate Yr2 List Paragraphs change of time, place, person.	

	Through Throughout		Proper nouns: Mrs Price, Nottingham of the coordinating conjunctions: FANBOYS For/ and/ nor/ but/ or/ yet/ so Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of cave....</i> <i>Amazingly, small insects can....</i> Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina.</i> <i>In a strange way, he looked at me.</i> Use of the perfect form of verbs to mark relationships of time & cause e.g. <i>'He has gone out to play.'</i> contrasted with <i>'He went out to play.'</i>		
Year 4	Extend the range of sentences with more than one clause by using a wider range of conjunctions (including: when, if, because, although) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Expand noun phrases by the addition of modifying adjectives, nouns and propositional phrases Use fronted adverbials Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with plural nouns				

	Use inverted commas and other punctuation to punctuate direct speech Organise paragraphs around a theme Build a varied and rich vocabulary Use present and past tenses correctly and consistently, including the progressive form and the present perfect form Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Use commas after fronted adverbials Organise paragraphs around a theme Use inverted commas and other punctuation to punctuate direct speech Extend the range of sentences with more than one clause by using a wider range of conjunctions Compose and rehearse sentences orally Build an increasing range of sentence structures In narratives, create settings, characters and plot In non-narrative material, use simple organisational devices Assess the effectiveness of own and others' writing Propose 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 own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.					
	Openers	Conjunctions within sentences	Language	Sentence construction	Punctuation	Text structure
	<i>Consolidate Yr3 List</i> Subordinate conjunctions: Since As-meaning because Although While After Until Unless Time preposition: Gradually, Suddenly, Occasionally, All of a sudden, Later that day, Before the sun came up.	<i>Consolidate Yr3 List</i> Since, as-meaning because, Although, While, After, Until, Unless	<i>Consolidate Yr3 List</i> Comparative adjectives (<i>bigger, smaller</i>) & superlative adjective (<i>cleanest, strongest</i>) Pronouns (words that take the place of a noun): <i>him, her, it, these, those, you.</i> Possessive pronoun: <i>Mine yours, his, hers, theirs, ours</i> Abstract nouns: (can't see or touch):	<i>Consolidate Yr3 List</i> Short dramatic sentences: <i>He froze.</i> Complex sentences with the subordinate conjunction at the beginning of the sentence, followed by comma, separating the clause & subordinate clause. Focus on: Since, As-meaning because,	<i>Consolidate Yr3 List</i> Comma for pauses Comma after fronted adverbials Rhetorical question: <i>What was that?</i> Use of inverted commas & other punctuation to show direct speech (a comma after the reporting clause; end punctuation within inverted commas): <i>The</i>	<i>Consolidate Yr3 List</i> Appropriate choice of pronoun or noun across sentences. Secure use of planning tools: e.g. story map /story mountain/'Boxing-up' grids Story: Opening to include: Description /action Build in suspense writing to introduce the dilemma Clear distinction between

	All night long, Never before, Where preposition, Under the ..., Opposite from the..., Between the... and the ..., Everywhere s/he looked..., How/Degree Almost unbelievably, Quite understandably, Barely alive, Completely exhausted,		<i>happiness, sadness, anger, jealousy, justice.</i> Collective nouns (names for groups): a <i>pride</i> of lions, a <i>gaggle</i> of geese. Introduce metaphors: <i>The stars were glittering jewels.</i>	Although, While, After, Until, Unless <i>Since I was a child, I loved to sing.</i> As <i>it was raining outside, I put on my coat.</i> <i>Although he looked intimidating, he was actually kind and gentle.</i> Direct speech with a how adverb after the verb: <i>"Hello," she whispered shyly.</i> Fronted Adverbial (<i>Later that day, Over the bridge,</i>) Start the sentence with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i> Noun phrases expanded by the addition of modifying adjectives, nouns & prepositional phrases e.g. <i>the teacher expanded to: the strict maths teacher with curly hair.</i>	<i>conductor shouted, "Sit down!"</i> Apostrophes to mark singular & plural possession: <i>Fred's, The teacher's, the boys', the teachers'</i>	resolution & ending. Ending should include reflection on events / characters. Paragraphs: to organise each part of story to indicate a change in place/ time . Paragraph Non- fiction: to organise ideas around a theme. Develop use of a topic sentence Link information within paragraphs with a range of conjunctions. Use of bullet points, diagrams.
--	---	--	---	--	--	---

				Introduce continuous verb terms: <i>I am walking, I was walking, I will be walking.</i>		
Year 5	Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use devices to build cohesion within a paragraph Link ideas across paragraphs using adverbials of time, place and number Link ideas using tense choices Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis Variety of verb forms used correctly and consistently including the present perfect form Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Link ideas across paragraphs using a wide range of cohesive devices Use modal verbs or adverbs to indicate degrees of possibility Use brackets, dashes or commas to indicate parenthesis Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Précis longer passages Integrate dialogue to convey character and advance the action Use organisational and presentational devices to structure text Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Distinguish between the language of speech and writing Choose the appropriate register Proof-read for spelling and punctuation errors Perform own compositions using appropriate intonation, volume and movement					
	Openers	Conjunctions within sentences	Language	Sentence construction	Punctuation	Text structure
	Consolidate Yr4 List especially adverbs as sentence starters <i>Consequently</i>	Focus on relative pronouns	Consolidate Yr4 List Secure metaphors. Personification: <i>The bullet screamed,</i> <i>The storm raged,</i>	Consolidate Yr4 List Relative clause using relative pronouns: <i>who, which, when, or where</i> either & the	Consolidate Yr4 List Commas to clarify meaning or avoid ambiguity.	Consolidate Yr4 List Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)

	Instead of Compared to Moreover, Furthermore In addition, Additionally Also, However, Whereas, Despite this, Elaborated preposition: <i>Beyond</i> <i>the dark cave,</i> <i>Throughout the night,</i> Using verbs (ing words) to start: <i>Grinning</i> he... <i>Running</i> along... <i>Gasping,</i> <i>Sobbing,</i> (ed words): <i>Encouraged</i> by the..., <i>Terrified</i> by the...,		<i>The shadows danced,</i> Idioms: <i>It was raining cats & dogs.</i> <i>Zip it!</i> Empty words, <i>Someone, something</i> Use of 5 senses. Show not tell the emotion: <i>Blushing, she smiled.</i> <i>His face grew white & his hands began to tremble.</i> Co-ordinating conjunctions: <i>Either /or</i> <i>Neither/ nor</i> <i>Both /and</i> <i>Whether/ or</i> <i>Not only /but also</i>	end of the sentence or in the middle (these are called drop in clauses/embedded clauses) with their commas: <i>The teacher, who was happy & smiley, beamed at her class.</i> The MRB Dragon nests in tall trees, where it feels safest. The rugby match, which was said to be the best ever played, went into extra time. Indicating degrees of possibility using modal verbs (<i>may/might, shall/should, will/would, must ought can / could</i>) or adverbs of possibility, (<i>possibly, perhaps ,maybe, probably surely, definitely, certainly</i>) Conditional sentences: <i>If</i> you don't behave, you <i>will</i> miss your break time. Reporting clause in the middle of the sentence: "Hello," murmured Ben, "How are you today?" Drop in –'ed' clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon,</i>	Apostrophe for irregular possession: <i>children's, men's, women's, people's</i> Inverted commas around quotes from texts. Brackets () dashes - or commas , to indicate parenthesis <i>Dr Who (the famous Time Lord) thinks that Daleks.....</i> Dashes to show stammering or interruption in speech: <i>"I-I-I'm so s-s-sorry. I really didn't-"</i> <i>"I don't care!" Sally interrupted.</i> Hyphen: compound nouns & adjectives: water-bottle Merry-go-round Green-eyed Fair-haired	Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) Direct speech with action: ("Stop!" he shouted, picking up the stick & running after the thief.) Change line change speaker (new paragraph) Change paragraph for Time, Topic, Person or Place. Introduce: Independent planning across all genres & application. Secure use of range of layouts suitable to text. Use a variety of ways to open texts & draw reader in & make the purpose clear. Express own opinions clearly & consistently maintain viewpoint . Summary clear at the end to appeal directly to the reader Paragraphs – topic sentence and supporting ideas
--	--	--	--	--	--	---

				<i>recognised by purple spots, is rarely seen.</i> Introduce perfect in verb tenses: I <i>have</i> walked, I <i>had</i> walked, I <i>will have</i> walked.		
Year 6	Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Use passive verbs Use the perfect form of verbs Use expanded noun phrases to convey complicated information concisely Link ideas across paragraphs using a wider range of cohesive devices (e.g. repetition, adverbials, ellipsis) Use hyphens to avoid ambiguity Use semi-colons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list and use of semi-colons within lists Punctuate bullet points consistently Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Précis longer passages Integrate dialogue to convey character and advance the action Use organisational and presentational devices to structure text Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Distinguish between the language of speech and writing Choose the appropriate register Proof-read for spelling and punctuation errors Perform own compositions using appropriate intonation, volume and movement					
	Openers	Conjunctions within sentences	Language	Sentence construction	Punctuation	Text structure
	<i>Consolidate Yr3, yr4 & yr5 List</i> Furthermore, Notwithstanding, Henceforth, Therefore, Moreover, For that reason, On the other hand,	<i>Consolidate Yr3, yr4 & yr5 List</i>	<i>Consolidate Yr3, yr4 & yr5 List</i> Extended metaphors hyperbole- I'm so hungry I could eat a horse! Build in literary feature to create effects e.g. alliteration,	<i>Consolidate Yr3, yr4 & yr5 List</i> Reported/indirect speech: Mum said that she wanted them home early. Power of 3 (tricolon): the purest waters, the cleanest beaches and the friendliest people.	<i>Consolidate Yr3, yr4 & yr5 List</i> Ellipsis To show an omission of a word or words from a text / Create a pause for an effect/ Show an unfinished thought/ To show a trail off into silence.	<i>Consolidate Yr3, yr4 & yr5 List</i> Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use

	Not to mention, Having looked at both sides, As a consequence, To clarify, Therefore, Subsequently, Due to...., ISPACE Start with : An Ing word A simile A preposition An adverb (how) A conjunction An ed word		onomatopoeia, similes, metaphors personification hyperbole The difference between vocabulary typical of informal speech & formal speech & writing : <i>said-reported, alleged, or claimed</i> <i>find out – discover; ask for – request;</i> Double negatives : <i>I ain't done nothing- I haven't done anything.</i> Reflexive pronouns (<i>myself, yourself, ourselves, themselves</i>) Demonstrative pronouns- (<i>these, those, this, that</i>)	Use of the active & passive to affect the presentation of information in a sentence or atmosphere: Active <i>I broke the window in the greenhouse.</i> Passive <i>The window in the greenhouse was broken (by me).</i> The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come in</i> some very formal writing and speech. Expanded noun phrases to convey complicated information concisely (e.g. <i>The boy who jumped over the fence is over there.</i> or <i>The fact that it was raining, meant the end of sports day.</i>) Developed use of rhetorical questions for persuasion. Secure perfect & continuous tenses: <i>I have walked, I had walked, I will have walked.</i>	Colons to introduce lists & semi colons to separate a list of phrases: <i>I bought: a bunch of bananas; a kg of apples; 5 pears & a watch.</i> Colons in playscripts. Semi colons instead of conjunctions to mark independent clauses: <i>It's raining; I'm fed up</i> Semi colon to show a quote. hyphens to avoid ambiguity ie <i>man eating shark versus man-eating shark</i> Bullet points to list information	of adverbials: <i>such as, on the other hand, in contrast, or as a consequence</i>), and ellipsis. Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, time slips flashbacks/forwards, Start story at any point of the 5 part structure Use a variety of text layouts appropriate to purpose Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions Express balanced coverage of a topic Use different techniques to conclude texts .
--	--	--	---	--	---	---

Each year group is expected to teach **all** of their elements across the **3 terms** (and revisit them), linking them to exact sentences and phrases the children can use in their own writing and also reinforce these in other sessions

Pie Corbett (who advised the government on the new SPAG curriculum) encourages schools to use the **exact words in the Openers** column for their year group, the **conjunctions within sentences** (for EYFS-yr3), & the **prepositions** in the **language** column, constantly across the 3 terms (as well as using some others of course), so that by the end of year 6, all these words/ phrases listed here, are in the children's vocabulary. Please use the exact words on **your wall** and on your **word banks**, when you're modelling writing and in speech. If you notice them in texts, point them out to the children. The more they see and hear them in context, the more likely they are to speak them and then use them.