

NC2014 WRITING

OBJECTIVES and CHILD SPEAK TARGETS

WRITING Key Stage 1 Year 2

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 1 Y2	Transcription			
KS 1 Y2	Transcription	[EXS] [KEY] Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others. ↳ GD objective: Spell by independently segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.	<i>I can spell words correctly by saying them out loud.</i>	<i>I can spell words correctly by saying them out loud independently.</i>
KS 1 Y2	Transcription	Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. ↳ GD objective: Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones and use them in their work.	<i>I am learning new ways for spelling words which sound the same but have different meanings.</i>	<i>I am learning new ways for spelling words which sound the same but have different meanings and can use these correctly in my work.</i>
KS 1 Y2	Transcription	[EXS] [GDS] [KEY] Spell by learning to spell common exception words. ↳ GD objective: Spell most common exception words.	<i>I know how to spell words that do not follow a spelling pattern.</i>	<i>I know how to spell words that do not follow a spelling pattern and I can use them when writing.</i>
KS 1 Y2	Transcription	Spell by learning to spell some words with contracted forms. ↳ GD objective: Spell by learning to spell a range of words with contracted forms.	<i>I can spell some words by using 'rules' I already know.</i>	<i>I can and use spell some words by using 'rules' I already know correctly</i>
KS 1 Y2	Transcription	Spell by learning the possessive apostrophe (singular) [for example, the girl's book]. ↳ GD objective: Spell by independently using the possessive apostrophe (singular) [for example: the girl's book] in their writing in a range of contexts.	<i>I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling.</i>	<i>I can correctly use the possessive apostrophe (singular) independently [for example: the girl's book] in my writing.</i>
KS 1 Y2	Transcription	Spell by distinguishing between homophones and near-homophones. ↳ GD objective: Spell by distinguishing between homophones and near-homophones and spell them correctly.	<i>I can show I know the difference between homophones and near-homophones in my spelling.</i>	<i>I know the difference between homophones and near-homophones and spell them correctly in my work.</i>
KS 1 Y2	Transcription	Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. ↳ GD objective: Independently apply suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly in a range of contexts.	<i>I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.</i>	<i>In my writing, I independently spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.</i>
KS 1 Y2	Transcription	Apply year 2 spelling rules and guidance. ↳ GD objective: Apply year 2 spelling rules and guidance in their writing in a range of contexts.	<i>I can spell the words correctly in my Year 2 spelling list.</i>	<i>I can spell the words correctly in my Year 2 spelling list and use them in my work.</i>

KS 1 Y2	Transcription	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. ↳ GD objective: Write from memory more complex sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	<i>I can write out a sentence told to me by my teacher and use the correct punctuation.</i>	<i>I can write out a longer, more complex sentence told to me by my teacher and use the correct punctuation.</i>
KS 1 Y2	Handwriting			
KS 1 Y2	Handwriting	[EXS] [KEY] Form lower-case letters of the correct size relative to one another. ↳ GD objective: Fluently form lower-case letters of the correct size relative to one another when I am writing sentences.	<i>When I write, my letters are the same size.</i>	<i>When I write sentences, my letters are the same size.</i>
KS 1 Y2	Handwriting	[GDS] Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. ↳ GD objective: Use the diagonal and horizontal strokes needed to join some letters.	<i>I am learning which letters to join up in my handwriting, and which ones are best left unjoined.</i>	<i>I know which letters to join up in my handwriting, and which ones are best left unjoined. I use this more consistently in my writing.</i>
KS 1 Y2	Handwriting	[EXS] [KEY] Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. ↳ GD objective: Independently and accurately write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters when writing sentences.	<i>I can write letters and numbers that are the right way round and the right size.</i>	<i>I can write letters and numbers independently, that are the right way round and the right size when writing sentences.</i>
KS 1 Y2	Handwriting	[EXS] [KEY] Use spacing between words that reflects the size of the letters. ↳ GD objective: Use spacing between words that reflects the size of the letters without support or prompts.	<i>I know where to leave spaces between words.</i>	<i>I know where to leave spaces between words without being reminded.</i>
KS 1 Y2	Composition			
KS 1 Y2	Composition	[EXS] [KEY] Develop positive attitudes towards and stamina for writing by writing simple, coherent narratives about personal experiences and those of others (real or fictional). ↳ GD objective: Develop positive attitudes towards and stamina for writing by writing longer narratives about personal experiences and those of others (real and fictional) that are suitable for the audience.	<i>I am beginning to write stories about things that have happened to me or other people.</i>	<i>I like writing longer stories about things that have happened to me or other people that are suitable for the age of the reader.</i>
KS 1 Y2	Composition	[EXS] [KEY] Develop positive attitudes towards and stamina for writing by writing about real events, recording these simply and clearly. ↳ GD objective: Develop positive attitudes towards and stamina for writing by writing in more detail about real events in a range of contexts.	<i>I am able to write longer stories about real things that have happened.</i>	<i>I am able to write longer and more detailed stories about real things that have happened.</i>
KS 1 Y2	Composition	Develop positive attitudes towards and stamina for writing by writing poetry.	<i>I can write my own poems.</i>	<i>I can write my own longer poems.</i>

		↳ GD objective: Develop positive attitudes towards and stamina for writing by writing longer poetry.		
KS 1 Y2	Composition	[GDS] Develop positive attitudes towards and stamina for writing by writing for different purposes. ↳ GD objective: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.	<i>I like to write for different purposes, for example, for my teacher, myself or for a class assembly.</i>	<i>I like to write for a range of different purposes and know their different features.</i>
KS 1 Y2	Composition	Consider what they are going to write before beginning by planning or saying out loud what they are going to write about. ↳ GD objective: Consider what they are going to write before beginning by planning in detail or saying out loud what they are going to write about.	<i>Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud.</i>	<i>Before I start my writing, I plan in detail what I am going to say either by thinking about what I want to write or by saying my ideas out loud.</i>
KS 1 Y2	Composition	Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary. ↳ GD objective: Consider what they are going to write before beginning by writing down creative ideas and, or key words, including new vocabulary and linking ideas.	<i>I think about what I am going to write by writing down my ideas and important words which will help me.</i>	<i>I think about what I am going to write by writing down my creative ideas, important words which will help me and linking my ideas together.</i>
KS 1 Y2	Composition	Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence. ↳ GD objective: Consider what they are going to write independently before beginning by encapsulating what they want to say, a few sentences at a time.	<i>I can write down brief descriptions about what I want to include in my writing, before I begin.</i>	<i>I can independently write down details about what I want to include in my writing, before I begin.</i>
KS 1 Y2	Composition	[GDS] Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. ↳ GD objective: Make simple additions, revisions and proof-reading corrections to their writing.	<i>I can make changes in my writing by listening to what others have to say about it.</i>	<i>I can make a range of suitable changes in my writing by listening to what others have to say about it.</i>
KS 1 Y2	Composition	Make simple additions, revisions and corrections to their own writing by 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. ↳ GD objective: Make a range of additions, revisions and corrections to their own writing independently by carefully re-reading to check that their writing makes sense and that verbs to indicate time are the most effective and used consistently, including verbs in the continuous form.	<i>Once finished, I will re-read my work to make sure it makes sense.</i>	<i>Once finished, I carefully re-read my work to make sure it is effective and makes sense.</i>
KS 1 Y2	Composition	Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. ↳ GD objective: Make a range of additions, revisions and corrections to their own writing independently by carefully proof-reading to check for errors in spelling, grammar and punctuation [for example: ends of	<i>I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.</i>	<i>I carefully check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.</i>

		sentences punctuated correctly].		
KS 1 Y2	Composition	Read aloud what they have written with appropriate intonation to make the meaning clear. ↳ GD objective: Confidently read aloud what they have written with appropriate intonation to make the meaning clear.	<i>I can read aloud my work in a way which helps people understand it.</i>	<i>I can read aloud my work confidently in a way which helps people understand it.</i>
KS 1 Y2	Vocabulary Grammar Punctuation			
KS 1 Y2	Vocabulary Grammar Punctuation	[EXS] [GDS] [KEY] Use grammatical terminology for Year 2 learning how to use both familiar and new punctuation correctly, demarcating most sentences in their writing with capital letters and full stops, and using question marks correctly when required. ↳ GD objective: Use the punctuation taught at Key Stage 1 mostly correctly.	<i>I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</i>	<i>I can independently use a range of punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</i>
KS 1 Y2	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 2 learning how to use commas for lists. ↳ GD objective: Use and apply grammatical terminology for Year 2 confidently and accurately using commas for lists within a short paragraph.	<i>I can use commas correctly when making a list of things.</i>	<i>I can use commas correctly when making a list of things and can use this in a short paragraph</i>
KS 1 Y2	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 2 learning how to use apostrophes for contracted forms and the possessive (singular). ↳ GD objective: Use and apply grammatical terminology for Year 2 accurately using apostrophes for contracted forms and the possessive (singular).	<i>I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. For example, I'll means I will.</i>	<i>I can accurately use an apostrophe in my writing to show where some letters are missing from a word or to say when something belongs to someone. For example: can't means cannot.</i>
KS 1 Y2	Vocabulary Grammar Punctuation	Learn how to use sentences with different forms: statement, question, exclamation, command. ↳ GD objective: Can use and apply sentences with different forms: statement, question, exclamation, command.	<i>I am learning to write sentences which convey different meaning for different purposes.</i>	<i>I can confidently write sentences which convey different meaning for different purposes including questions and exclamations.</i>
KS 1 Y2	Vocabulary Grammar Punctuation	Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]. ↳ GD objective: Understand and use effective expanded noun phrases to describe and specify [for example: the light blue butterfly].	<i>I am able to write more interesting sentences by adding further detail.</i>	<i>I am able to write more interesting and effective sentences by adding further suitable detail.</i>
KS 1 Y2	Vocabulary Grammar Punctuation	[EXS] [KEY] Learn how to use the present and past tenses correctly and consistently including the progressive form. ↳ GD objective: Independently uses the present and past tenses correctly and consistently including the progressive form within their writing.	<i>I try to write in the present or past tense when writing.</i>	<i>I correctly write in the present or past tense when writing.</i>
KS 1 Y2	Vocabulary Grammar Punctuation	[EXS] [KEY] Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). ↳ GD objective: Understand and apply subordination (using when, if,	<i>I can use words such as when, if, that, because, or, and or but when I write sentences.</i>	<i>I can independently use words such as when, if, that, because, or, and or but when I write sentences.</i>

		that, or because) and co-ordination (using or, and, or but).		
KS 1 Y2	Vocabulary Grammar Punctuation	[GDS] Use grammatical terminology for Year 2 understanding the formation of nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman] ↳ GD objective: Add suffixes to spell most adjectives and verbs correctly in their writing (e.g. -er, -est, -ly).	<i>I can add -ness and -er to the end of a word to make new words and I know some words (such as superman or whiteboard) are made by joining two different words together.</i>	<i>I can independently add -ness and -er to the end of a word to make a range of new words and can create new words by joining two different words together.</i>
KS 1 Y2	Vocabulary Grammar Punctuation	[GDS] Use grammatical terminology for Year 2 understanding the formation of adjectives using suffixes such as -ful, -less. ↳ GD objective: Add suffixes to spell most adjectives correctly in their writing (e.g. -ful, -less).	<i>I can add -ful and -less to words to make adjectives.</i>	<i>I can add -ful and -less to words to make adjectives and use them correctly to add detail in my writing.</i>
KS 1 Y2	Vocabulary Grammar Punctuation	[GDS] Use grammatical terminology for Year 2 understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs. ↳ GD objective: Use and apply grammatical terminology for Year 2 understanding and applying the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs in a range of contexts.	<i>I know what changes happen to the meaning of words when I add -er, -est and -ly to words.</i>	<i>I know what changes happen to the meaning of words when I add -er, -est and -ly to words and can use this independently in my writing.</i>
KS 1 Y2	Vocabulary Grammar Punctuation	Use and understand the year 2 grammatical terminology in English Appendix 2 in discussing their writing. ↳ GD objective: Consistently use the year 2 grammatical terminology in English Appendix 2 in discussing their writing.	<i>When I discuss my writing, I can use the correct Year 2 grammar as set out in my Year 2 grammar list.</i>	<i>When I discuss my writing, I can consistently use the Year 2 grammar as set out in my Year 2 grammar list.</i>