

FSU		Y1		Y3		Y5	
		Y2		Y4		Y6	

In the following document, the previous year group statements may be worded differently for simplification.

<u>FSU</u>		
<u>Code</u>	<u>Objective</u>	<u>Example (where necessary)</u>
	To write the correct letter in response to hearing each sound of the alphabet.	Most common grapheme representation
	To segment spoken words into sounds and write the letters corresponding to those sounds.	
	To form most lower-case letters in the correct direction, starting and finishing in the right place.	Accept b, d, p, q reversals. Look for the correct starting points to match the formation of groups of letters.
	To use spacing between words with support from the teacher.	
	To compose a short sentence and communicate it orally or using the pupil's usual method of communication to convey meaning with support from the teacher.	
	To use 'and' to join words.	
	To segment words and try to represent individual phonemes with the appropriate grapheme.	Using the consonant and vowel digraphs that have been taught and beginning to hear and represent adjacent consonants.

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Year 1

<u>Code</u>	<u>Objective</u>	<u>Example (where necessary)</u>
	To segment spoken words into phonemes and representing these by graphemes, spelling some correctly.	
	To form lower-case letters in the correct direction, starting and finishing in the right place.	Accept b, d, p, q reversals. Look for the correct starting points to match the formation of groups of letters.
	To use spacing between words.	
	To form lower-case letters of the correct size relative to one another in some of the writing.	
	To join sentences using 'and' (building on FSU objective).	
	To demarcate some sentences with capital letters.	
	To demarcate some sentences with full stops.	
	To use a capital 'I' as a personal pronoun.	
	To use capital letters for names of people, places and days of the week.	
	To use a question mark at the end of a question.	
	To use an exclamation mark at the end of an exclamation.	
	To sequence sentences to form a narrative.	
	To sequence sentences in chronological order to recount an event or experience (minimum of 3 sentences).	
	To use some interesting words.	Possible use of adjectives, interesting nouns, interesting verbs.
	To segment spoken words into phonemes and represent these by graphemes, spelling some correctly.	Use of the consonant and vowel digraphs and trigraphs that have been taught, use of adjacent consonants as well as words containing more than one syllable
	To use the suffixes 'ed' and 'ing' to show past and present tense where no change is needed in the spelling of the root word.	e.g. hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
	To use the suffixes 's' and 'es' for plurals.	
	Spelling some common exception words.	E.g. the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some,

		one, once, ask, friend, school, put, push, pull, full, house, our
	To begin to use the suffixes, -er and -est and compound words.	e.g. grander, grandest, fresher, freshest, quicker, quickest
	To structure my sentences in a logical order.	
	To read aloud what I have written using pauses between sentences.	
	To re-read what I have written to check that it makes sense.	May see crossing out or inserted words or changed letters within spellings
	To discuss what I have written with my teacher or other pupils.	Should be able to talk about their ideas, retell what they have written and comment on their writing
	To read my writing aloud clearly enough to be heard by my teacher.	Aim for a reasonable level of fluency and look for a child being able to tell you what a word says. This should be within a short amount of time after writing.

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Year 2

<u>Code</u>	<u>Objective</u>	<u>Example (where necessary)</u>
	To use spacing between words that reflects the size of the letters.	
	To form lower-case letters of the correct size relative to one another in most of the writing.	
	To demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.	
	To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters (building on FSU objective).	
	To start using some of the diagonal and horizontal strokes needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	
	To segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others (building on FSU and Y1 objectives).	
	To spell many common exception words (building on Y1 objective).	
	To use present and past tense mostly correctly and consistently (building on Y1 objective).	
	To write simple, coherent narratives about personal experiences and those of others (real or fictional).	
	To write about real events, recording these simply and clearly.	
	To use co-ordination and some subordination to join clauses.	Coordination (e.g. or / and / but) Subordination (e.g. when / if / that / because)
	To spell the contracted forms of words.	e.g. isn't, can't, I'm, I've
	To use the possessive apostrophe for singular items.	e.g. the girl's book
	To add suffixes to longer words, including -ment, -ness, -ful, -less, -ly	
	To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently.	
	To proof-read to check for errors in spelling, grammar and punctuation.	Evidence to be seen in blue pen.
	To use commas for lists.	
	To use expanded noun phrases to describe and specify.	e.g. the beautiful, blue butterfly, the old, haunted house

	To use different forms of sentences: statement, question, exclamation, command	
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Year 3

<u>Code</u>	<u>Objective</u>	<u>Example (where necessary)</u>
	To use capital letters (mostly correctly).	
	To use full stops (mostly correctly).	
	To use question marks (mostly correctly).	
	To use exclamation marks (mostly correctly).	
	To write a text with a clear, simple structure.	
	To use different forms of verbs and write in consistent tense.	e.g. 'ate', not 'eated'
	To use new and interesting vocabulary to engage the reader (building on Year 1 objective).	
	To write a narrative with a clear setting (building on Year 2 objective).	
	To begin using paragraphs.	
	To use the Standard English form for verb inflections.	(e.g. we/were/ we was, I did. I done)
	To use conjunctions to express times, place and cause.	(e.g. when, before, after, while, so, because)
	To use commas in a list (mostly correctly).	
	To use apostrophes for contraction (mostly correctly).	
	To use inverted commas (speech marks) for dialogue (mostly correctly).	
	Spelling some words correctly from the Year 3 and 4 list and spelling rules.	
	To use headings and sub-headings or other appropriate layout.	
	To use a range of adverbs to modify verbs.	(e.g. then, next, soon, therefore and -ly words)
	To use a range of prepositions.	(e.g. before, after, during, in, over, beside, through)
	To use noun phrases which are expanded by adding a pair of modifying adjectives.	(e.g. 'the lake' (noun phrase) expanded to 'the beautiful, clear lake' (expanded noun phrase)
	To use a range of single and multi-clause sentences.	The squirrel darted up a tree. (main clause) In the early hours of the morning, (subordinate clause) the squirrel darted up the tree. The squirrel, a bushy-tailed creature, darted up the tree. (embedded clause)
	To choose 'a' or 'an' according to whether the next word begins with a consonant or vowel.	'an' before a vowel or some words beginning with 'h' 'a' before a consonant

	To write in a legible, joined style.	
	To edit and improve my writing by checking and correcting vocabulary, punctuation, spelling or grammar.	Evidence to be seen in blue pen.

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Year 4

<u>Code</u>	<u>Objective</u>	<u>Example (where necessary)</u>
	To use capital letters (mostly correctly).	
	To use full stops (mostly correctly).	
	To use question marks (mostly correctly).	
	To use exclamation marks (mostly correctly).	
	To write a text with a clear, simple structure that includes several events/ideas.	
	To use coordinating conjunctions.	(FANBOYS) For, And, Nor, But, Or, Yet, So In Y4, covering and, but, or, so ONLY is fine.
	To use commas in a list (mostly correctly).	
	To use apostrophes for contraction (mostly correctly).	
	To use inverted commas (speech marks) for dialogue (mostly correctly).	
	To write a narrative with a clear setting.	
	To use the Standard English form for verb inflections.	(e.g. we/were/ we was, I did. I done)
	Spelling most words correctly from the Year 3 and 4 list and spelling rules.	See Y3/4 spelling list (ask Sarah P if you're not sure where it's located)
	To use the appropriate layout for a piece of writing.	(e.g. headings, sub-headings)
	To use a range of single and multi-clause sentences.	The squirrel darted up a tree. (main clause) In the early hours of the morning, (subordinate clause) the squirrel darted up the tree. The squirrel, a bushy-tailed creature, darted up the tree. (embedded clause)
	To choose 'a' or 'an' according to whether the next word begins with a consonant or vowel.	'an' before a vowel or some words beginning with 'h' 'a' before a consonant
	To write in a legible, joined style.	
	To use a range of ambitious and specific vocabulary to engage the reader (building on Year 1 and Year 3 objective).	
	To write consistently in paragraphs by organising ideas around a theme (building on Y3 objective).	
	To write a narrative with clear character development (building on Y3 objective).	

	To use subordinating conjunctions to link subordinate clauses (building on Y3 objective).	(e.g. when, if, because, although, since, however, also) Example sentence: Although he was terrified, Steven tried his best. (underlined is the subordinate clause)
	To use noun phrases which are expanded by adding modifying adjectives and prepositional phrases (building on Y3 objective).	e.g. The beautiful, clear lake lay beside a thick, overgrown forest.
	To use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.	e.g. instead of 'David put on David's coat.' Use 'David put on his coat.'
	Spelling some words correctly from the Year 5 and 6 list and spelling rules (GD objective).	See Y5/6 spelling list (ask Sarah P if you're not sure where it's located)
	To use fronted adverbials with commas.	(e.g. Sadly, I couldn't make it to the party)
	To edit and improve my writing by correcting punctuation and up-levelling grammar and vocabulary.	Evidence to be seen in blue pen.
	To use apostrophes for possession (mostly correctly).	

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<u>Year 5</u>		
<u>Code</u>	<u>Objective</u>	<u>Example (where necessary)</u>
	To use capital letters (mostly correctly).	
	To use full stops (mostly correctly).	
	To use question marks (mostly correctly).	
	To use exclamation marks (mostly correctly).	
	To use apostrophes for contraction (mostly correctly).	
	Describing settings and characters.	
	Using different verb forms mostly accurately.	
	Using the correct tense consistently.	
	Use adverbials of time, place and number.	e.g. Firstly, After what seemed like an eternity, On the horizon
	Using adverbs effectively to add detail, qualification and precision.	e.g. delicately, inadvertently
	To write in a legible, joined style.	
	Using paragraphs to organise ideas and use a range of layout features.	
	Selecting vocabulary and grammatical structures to create impact.	For GD, children need to be able to explain WHY they selected certain word choices at Y6 standard.
	Using co-ordinating and subordinating conjunctions.	Coordinating: (FANBOYS) For, And, Nor, But, Or, Yet, So Subordinating: although, because, however, when
	Spelling most words correctly from the Year 3 and 4 list and spelling rules.	See Y3/4 spelling list (ask Sarah P if you're not sure where it's located)
	Spelling some words correctly from the Year 5 and 6 list and spelling rules.	See Y5/6 spelling list (ask Sarah P if you're not sure where it's located)
	To edit and improve my writing by correcting punctuation and up-leveiling grammar and vocabulary.	Evidence to be seen in blue pen.
	Using the correct features to match the text type, purpose and audience.	
	Using expanded noun phrases effectively to add detail, qualification and precision (building on Y4 objective).	BUILDING FROM YEAR 4, INSTEAD OF: The beautiful, clear lake lay beside a thick, overgrown forest. THIS COULD BE:

		The breath-taking, translucent lake lay beside a dense, flourishing forest.
	Using preposition phrases effectively to add detail, qualification and precision (building on Y4 objective).	As above.
	Using some cohesive devices within and across sentences and paragraphs (building on Y4 objective).	Furthermore, In addition to, Additionally, Without making a sound, As far as the eye could see
	Creating atmosphere, and integrating dialogue to convey character and advance the action	
	I use single and multi-clause sentences (including relative clauses) to vary pace and interest (building on Y4 objective).	The squirrel darted up a tree. (main clause) In the early hours of the morning, (subordinate clause) the squirrel darted up the tree. The squirrel, a bushy-tailed creature, darted up the tree. (embedded clause) The squirrel darted up a tree, where he found some juicy berries. (relative clause)
	Use punctuation for parenthesis (brackets, dashes and/or commas).	Tim and Ted – two prized rabbits – were entered in the competition. (dashes) Tim and Ted, two prized rabbits, were entered in the competition. (commas) Tim and Ted (two prized rabbits) were entered in the competition. (brackets)
	Attempt some use of semi-colons.	Main clause ; main clause e.g. Peter was scared; he hid under the table. Or for more complex lists <i>You will need to bring the following: sleeping bag, pillow, and pyjamas for the overnight stay; water bottle, waterproof jacket, sweatshirt, and walking boots for the afternoon trek; and a swimming kit for the river activities.</i>
	Attempt some use of colons.	To introduce lists (see example above) To explain something (usually replaces 'because') e.g. Tommy was frightened: he didn't like thunderstorms.
	Attempt some use of dashes.	Used as a double dash for parenthesis e.g. Tim and Ted – two prized rabbits – were entered in the competition. Used as a single dash to separate two main clauses which are linked. Peter was scared - he hid under the table.
	Attempt some use of hyphens.	Used to link two words so the word or phrase makes sense e.g. breath-taking, mouth-watering

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<u>Year 6</u>		
<u>Code</u>	<u>Objective</u>	<u>Example (where necessary)</u>
	To use capital letters (mostly correctly).	
	To use full stops (mostly correctly).	
	To use question marks (mostly correctly).	
	To use apostrophes for contraction (mostly correctly).	
	In non-narrative writing, use simple devices to structure the writing and support the reader.	(e.g. headings, sub-headings, bullet points)
	Describing settings, characters and atmosphere.	
	Using different verb forms mostly accurately.	
	Using the correct tense consistently.	
	Use adverbials of time, place and number.	e.g. Firstly, After what seemed like an eternity, On the horizon
	Using adverbs effectively to add detail, qualification and precision.	e.g. delicately, inadvertently
	To write in a legible, joined style.	
	Using paragraphs to organise ideas and use a range of layout features.	
	To use commas for lists correctly.	
	Selecting vocabulary and grammatical structures to create impact.	For GD, children need to be able to explain WHY they selected certain word choices at Y6 standard.
	Using co-ordinating and subordinating conjunctions.	Coordinating: (FANBOYS) For, And, Nor, But, Or, Yet, So Subordinating: although, because, however, when
	Using preposition phrases effectively to add detail, qualification and precision.	BUILDING FROM YEAR 4, INSTEAD OF: The beautiful, clear lake lay beside a thick, overgrown forest. THIS COULD BE: The breath-taking, translucent lake lay beside a dense, flourishing forest.
	Using expanded noun phrases effectively to add detail, qualification and precision.	As above.
	Spelling most words correctly from the Year 3 and 4 list and spelling rules.	See Y3/4 spelling list (ask Sarah P if you're not sure where it's located)
	Spelling most words correctly from the Year 5 and 6 list and spelling rules.	See Y5/6 spelling list (ask Sarah P if you're not sure where it's located)

	To edit and improve my writing by correcting punctuation and up-levelling grammar and vocabulary.	Evidence to be seen in blue pen.
	Creating atmosphere, and integrating dialogue to convey character and advance the action	
	I use single and multi-clause sentences (including relative clauses) to vary pace and interest (building on Y4 objective).	<p>The squirrel darted up a tree. (main clause)</p> <p>In the early hours of the morning, (subordinate clause) the squirrel darted up the tree.</p> <p>The squirrel, a bushy-tailed creature, darted up the tree. (embedded clause)</p> <p>The squirrel darted up a tree, where he found some juicy berries. (relative clause)</p>
	Use punctuation for parenthesis (brackets, dashes and/or commas).	<p>Tim and Ted – two prized rabbits – were entered in the competition. (dashes)</p> <p>Tim and Ted, two prized rabbits, were entered in the competition. (commas)</p> <p>Tim and Ted (two prized rabbits) were entered in the competition. (brackets)</p>
	Use of semi-colons (building on Y5 objective).	<p>Main clause ; main clause</p> <p>e.g. Peter was scared; he hid under the table.</p> <p>Or for more complex lists</p> <p><i>You will need to bring the following: sleeping bag, pillow, and pyjamas for the overnight stay; water bottle, waterproof jacket, sweatshirt, and walking boots for the afternoon trek; and a swimming kit for the river activities.</i></p>
	Use of colons (building on Y5 objective).	<p>To introduce lists (see example above)</p> <p>To explain something (usually replaces 'because')</p> <p>e.g. Tommy was frightened: he didn't like thunderstorms.</p>
	Use of dashes (building on Y5 objective).	<p>Used as a double dash for parenthesis</p> <p>e.g. Tim and Ted – two prized rabbits – were entered in the competition.</p> <p>Used as a single dash to separate two main clauses which are linked.</p> <p>Peter was scared - he hid under the table.</p>
	Use of hyphens (building on Y5 objective).	<p>Used to link two words so the word or phrase makes sense</p> <p>e.g. breath-taking, mouth-watering</p>
	To write for a range of purposes.	
	To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (building on Y5 objective).	(e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)

	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 modal verbs to suggest degrees of possibility)
	Using a range cohesive devices within and across sentences and paragraphs (building on Y4 and Y5 objective).	(e.g. conjunctions, adverbials of time and place, pronouns, synonyms)