



Year Group	Writing Outcomes	Fundamental knowledge	Vocabulary
Nursery	Story map Labels Initial sounds Rhyming Story Sequencing	<ul style="list-style-type: none"> Print to have meaning. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately. 	Printing Name Letters
Reception	Labels Fact file Lists Recipe Story Invitation Letters Instructions Settings Descriptions Poems Recount	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Form lower-case and capital letters correctly. Write simple phrases and sentences that can be read by others. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. 	Capital letters Full stops Sentences Writing
Year 1	Character description Setting description Instructions Information leaflets Seasons poetry Fairy tales	<ul style="list-style-type: none"> To sit correctly at a table, holding a pencil comfortably and correctly. To compose a sentence orally before writing it. To reread their writing to check that it makes sense and to independently begin to make changes. To use adjectives to describe. To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To use the joining word (conjunction) 'and' to link ideas and sentences. To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks. 	Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark
Year 2	Warning tale Setting description Diary Postcard/letter Newspaper articles	<ul style="list-style-type: none"> To begin to use the diagonal and horizontal strokes needed to join letters. To use spacing between words that reflects the size of the letters. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. 	Noun Noun phrase Statement Question Exclamation

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	<p>Explanation texts Narrative Character description Instructions Persuasive writing Recount</p>	<ul style="list-style-type: none"> To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To form sentences with different forms: statement, question, exclamation, command. To using co-ordination (or/and/but). To use some subordination (when/if/that/because) To use expanded noun phrases to describe and specify To use the full range of punctuation taught at key stage 1 including commas to separate lists; apostrophes to mark singular possession and contractions. 	<p>Command Compound Suffix Adjective Adverb Verb Present tense Past tense Apostrophe Comma</p>
Year 3	<p>Defeating the monster tale Explanation text Free verse poetry Characterisation Limericks Haiku Tanka Kenning Suspense story</p>	<ul style="list-style-type: none"> To use a neat, joined handwriting style To begin to organise their writing into paragraphs around a theme. To use 'a' or 'an' correctly throughout a piece of writing. To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although To punctuate direct speech accurately, including the use of inverted commas. 	<p>Clause Subordinate Clause Direct speech Inverted commas Consonants Vowels</p>
Year 4	<p>Warning tale Trickster tale Riddles Characterisation Setting description Diary entry Persuasive writing Discussion/debate Explanation text Instructional writing Free verse poetry</p>	<ul style="list-style-type: none"> To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. To consistently use apostrophes for singular and plural possession. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition 	<p>Determiner Pronoun Possessive pronoun Adverbial.</p>
Year 5	<p>Wishing tale Character descriptions Leaflets Perspectives Letter Instructions</p>	<ul style="list-style-type: none"> To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To regularly use dialogue to convey a character and to advance the action. To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, 	<p>Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion</p>

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	<p>Myths Biography Information text Setting description Narrative poems Speech writing Persuasive writing Newspaper reports Performance poetry</p>	<p>should, might, etc.</p> <ul style="list-style-type: none"> To use relative clauses beginning with a relative pronoun with confidence To use brackets, dashes or commas to indicate parenthesis. 	<p>Ambiguity.</p>
<p>Year 6</p>	<p>Characterisation Flashbacks Non-chronological reports War poetry Letter Persuasive writing Newspaper report Diary Discussion text Information text Discovery tale Biography Journey tale</p>	<ul style="list-style-type: none"> To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. To distinguish between the language of speech and writing and to choose the appropriate level of formality. To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause To use the passive voice. To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. 	<p>Subject Object Active, Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet point</p>