

Writing Composition Routeway and SPAG objectives for each Year Group

Year 1
Leaving spaces between words Using capital letters to demarcate sentences
Using full stops to demarcate sentences
Name the letters of the alphabet in order
Form lower-case letters correctly
Form capital letters correctly
To combine words to make sentences
Use a capital letter for names of places, people, days of the week and the personal pronoun 'I'
Joining words and clauses using 'and'
Use exclamation marks to demarcate sentences
Use a question mark to demarcate questions
To use regular plural nouns -s and -es
How the prefix un- changes the meaning of verbs and adjectives
Adding suffixes – <i>er and -ed to verbs where no change is made to the root word.</i>
Sequence sentences to form short narratives
Use of alliteration – <i>wicked witch, slimy slugs</i>
Add description / detail using 'who' – <i>The old lady who walked slowly down the road.</i>
Introduce 5 parts to a story – <i>opening, build up, problem / dilemma, resolution and ending.</i>
In non-fiction – <i>use of a heading, introduction, middle section, bullet points for instructions, labelled diagrams, ending (concluding sentence).</i>
Alan Peat Sentence Types:
All the Ws would, who, what, why Who would take over now?
List It was a long, dark, leafy lane.

Year 2
Use a capital letter for names of places, people, days of the week and the personal pronoun 'I'
To use full stops, exclamation marks, question marks and capital letters to demarcate sentences
Combine words to make sentences Joining words and clauses using 'and'
Use commas to separate items in a list
To use expanded noun phrases to describe and specify
To use co-ordinating conjunctions 'or' 'and' 'but'
To use subordinating conjunctions 'when', 'if', 'that' 'because'
To understand questions
To understand commands
To use -ly to turn adjectives into adverbs
To use apostrophes to mark missing letters and singular possession in nouns
To formulate adjectives using suffixes (listed in NC appendix)
Use of the suffixes – est and -er in adjectives
Begin to use similes
Adverb starters for clarity and description – <i>usually, eventually, finally, carefully, slowly, often, sometimes (ensure children realise not all adverbs are -ly words, even though many are.)</i>
Use 5 parts to a story: opening, build-up, problem / dilemma, resolution and ending.
Non-Fiction: <ul style="list-style-type: none"> - <i>Heading</i> - <i>Introduction – Hook to engage the reader, factual statement / definition, opening question</i> - <i>Middle Section – group related ideas into sections, sub-headings, use of lists, e.g. what is needed / lists of steps to be taken / bullet points for facts, diagrams.</i> - <i>Ending – make final comment to reader, Extra tips! / Did you know? Facts / True or false?</i>
Alan Peat Sentence Types:
All of Year 1 plus:
Short The door opened.
2A sentences He was a tall, awkward man with an old, crumpled jacket.
What +! Sentences What a lovely day! What a truly ghastly sight!
BOYS but, or, yet, so It was a warm day, but she wore her jacket.

Year 3

To use expanded noun phrases to describe and specify

To use full stops, exclamation marks, question marks and capital letters to demarcate sentences

To understand questions

To understand commands

To understand exclamation sentences

To understand statements

To use co-ordinating conjunctions 'or' 'and' 'but'

To use subordinating conjunctions 'when', 'if', 'that' 'because'

Use commas to separate items in a list

To use apostrophes to mark missing letters and singular possession in nouns

To understand and use present tense and past tense including progressive form

To use the determiners 'a' and 'an'

To express time, place and cause using conjunctions (a wider range of time conjunctions e.g. before, after)

Use adverbs to express time and cause

Use prepositions to express time, place and cause

To use inverted commas for direct speech (introduce dialogue and speech punctuation)

To use the present perfect form of verbs instead of the simple past

To know types of nouns including abstract nouns

To use paragraphs

To use headings and sub-headings

To understand how words are related (word families)

To form words using the prefix super- anti- auto

Use 5 parts to a story: use of paragraphs and extended vocabulary

- *Introduction – include detailed description of setting or characters*
- *Build-up – build in some suspense towards the problem or dilemma*
- *Problem / Dilemma – include details of actions / dialogue*
- *Resolution – should link with the problem*
- *Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.*

Non-Fiction:

- *Title*
- *Introduction – develop the hook to introduce and tempt the reader in e.g. who/what/where/when/why/how?*
- *Middle Section – group related ideas / facts into paragraphs with subheadings, Topic sentences to introduce paragraphs, Lists of steps to be taken, Bullet points for facts, Flow diagrams*
- *Develop ending – personal response, Extra information / reminders e.g. information boxes / five amazing facts, WOW comment.*

Alan Peat Sentence Types:

All of Year 1 and 2, plus:

As—ly

As the rain came down heavily, the giant ran for cover.

___ing, ___ed

Walking down the beach, she paused to lick her ice-cream.

Double ly ending

The witch stirred the potion slowly and carefully.

Verb, person sentences

Flying, Jane had always been terrified of it.

If, if, if then sentences

If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.

Simile sentences

The moon hung above us like a patient, pale white face. / Although it was August, it was as cold as a late December evening.

Year 4

To use the determiners 'a' and 'an'

To use a range of conjunctions

To express time, place and cause with conjunctions

To express time, place and cause with adverbs

To use inverted commas for direct speech

To use the present perfect form of verbs instead of the simple past

Choosing nouns and pronouns for clarity and cohesion

To use fronted adverbials

To indicate possession by using the possessive apostrophe with plural nouns

To use inverted commas and other punctuation for direct speech (full speech punctuation)

Use expanded noun phrases with modifying adjectives, nouns and prepositions

To use standard English forms

To use paragraphs to organise ideas around a theme

Spell words with the suffix -ation, -ly, -ous, sion, ssion, tion, cian

Start sentence with a simile e.g. *As curved as a ball, the moon shone brightly in the night sky.*

Sentence of 3 for action e.g. *Sam rushed down the road, jumped on the bus and sank into his seat.*

Expanded '-ing' clauses as starters e.g. *Grinning menacingly, he slipped the treasure into his rucksack.*

Developed 5 parts to a story:

- *Introduction: use of description / action*
- *Build-up*
- *Problem / Dilemma – build in suspense writing to introduce the dilemma*
- *Resolution – clear distinction between resolution and ending*
- *Ending – should include reflection on events or on the characters.*

Use of paragraphs to organise each part of the story, to indicate a change in place or jump in time.

Non-Fiction:

- *Paragraphs to organise ideas around a theme*
- *Logical organisation*
- *Group related paragraphs*
- *Develop use of a topic sentence*
- *Link information within paragraphs with a range of conjunctions*
- *Use of bullet points*
- *Diagrams*
- *Ending / Conclusion – could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader.*

Alan Peat Sentence Types:

All of Year 1, 2 and 3, plus:

2A 2 adjectives before each noun

A strange, flying object appeared in the dark, silent sky.

Emotion, comma

Terrified, he froze instantly on the spot where he stood.

Verb, person

Waving, Sarah made her way across the station.

If, if, if, then

If his alarm had gone off, if he hadn't fallen down the stairs, if he hadn't spilled his breakfast, then _____ he might have been on time.

With a(n) action, more action

With a flourish, the chef revealed his masterpiece.

3_ed sentences

Frustrated, annoyed, angered, he.....

This is that sentences**(metaphors)**

His eyes were dark tunnels.

The lake was a mirror.

The explorers knew they were standing on the shoulders of giants.

Personification of weather sentences

The rain wept down the window.

The wind screamed through the branches.

First word last sentences

"Brilliant, the whole day was just brilliant!" Tilly beamed.

Then & Now sentences

Months ago I used to eat meat, but now I am a vegetarian.

Year 5

Choosing nouns and pronouns for clarity and cohesion

Use expanded noun phrases with modifying adjectives, nouns and prepositions

To use fronted adverbials

To use commas after fronted adverbials

To use inverted commas and other punctuation for direct speech

To indicate possession by using the possessive apostrophe with plural nouns

Use relative clauses – who, which, where, when, whose, that. E.g. *The girl, whom I remember, had long black hair.*

Use modal verbs to indicate possibility

Use adverbs to indicate possibility

Use brackets, dashes or commas to indicate parenthesis e.g:

- *Jane, laughing at the teacher, fell off her chair.*
- *Poor Tim, exhausted by so much effort, ran home.*

Use expanded noun phrases to convey complicated information

Use the perfect form of verbs to mark relationships of time and cause

Use commas to avoid ambiguity and clarify meaning

To use verb prefixes dis-, de-, mis-, over-, re

To convert nouns or adjectives into verbs using suffixes -ate, -ise, -ify

Introduce use of metaphors

Move adverbials around in a sentence for different effects.

Developed 5 parts to a story:

- *Introduction: include action / description of a character or setting / dialogue*
- *Build-up – develop suspense technique*
- *Problem / Dilemma – may be more than one problem to be resolved*
- *Resolution – clear links with dilemma*
- *Ending – character should reflect on events, any changes or lessons, look forward to the future, as a question.*

Beginning to show links between paragraphs to move the story on.

Non-Fiction:

- *Secure use of paragraphs – use a variety of ways to open texts and draw reader in and make the purpose clear*
- *Link ideas within and across paragraphs – use a full range of conjunctions*
- *Use rhetorical questions to draw the reader in.*
- *Express own opinions clearly*
- *Consistently maintain viewpoint*
- *Summary clear at the end to appeal directly to the reader*

Alan Peat Sentence Types:

All of Year 1, 2, 3 and 4, plus:

Noun, who / which / where sentences

Cakes, which taste fantastic, are not so good for your health.

Outside (inside) sentences

He laughed heartily at the joke he had just been told. (At the same time, it would be true to say he was quite embarrassed.)

The more, the more sentences

The more upset she was, the more her tears flowed.

Short sentences

The it happened.

___ing, ___ed sentences

Walking in the bush, she stopped at the sight of a crocodile facing her.

Year 6

Use relative clauses – who, which, where, when, whose, that

Use modal verbs to indicate possibility

Use adverbs to indicate possibility

Use brackets, dashes or commas to indicate parenthesis

Use expanded noun phrases to convey complicated information

Use the perfect form of verbs to mark relationships of time and cause

Use commas to avoid ambiguity and clarify meaning

To understand and use synonyms and antonyms for cohesion

To know the difference between formal and informal speech and writing

To understand subjunctive forms

To use a colon to introduce a list

To use semi-colons within lists

To use bullet points to list information

To use passive verbs

Use of active and passive sentences

Use of formal and informal speech vocabulary

Using semi-colons to mark boundaries between independent clauses

Using colons to mark boundaries between independent clauses

Using dashes to mark boundaries between independent clauses

Using hyphens to avoid ambiguity

To link ideas across paragraphs using a wider range of cohesive devices

Use personification

Use of 5-part story structure including:

- *Suspense*
- *Cliff hangers*
- *Flashbacks / forwards*
- *Timeslips*
- *Start story at any point of the 5-part structure*
- *Main plot consistently working from plan*
- *Paragraphs – secure use of linking ideas within and across paragraphs*
- *Secure development of characterisation*

Non-Fiction:

- *Use of a variety of text layouts appropriate to purpose*
- *Use of a range of techniques to involve the reader – comments, questions, observations, rhetorical questions*
- *Express balanced coverage of a subject*
- *Use of appropriate formal and informal writing styles*
- *Publish in a format to enhance text type and engage the reader*

Alan Peat Sentence Types:

All of Y1, 2, 3, 4 and 5 sentences, plus:

2 pairs

Exhausted and sweating, drained and hungry, he didn't think he'd make it.

3 bad- question?

Cold, dark, airlessness– which would kill the spaceman first?

Name– adjective pair–

Ben Roberts– weak and nervy– was actually a secret superhero.

De: De

The vampire is a terrible creature: it kills by sucking all the blood from its victims.

Some; others

Some people believe daleks to be dangerous; others consider them a useful ally.

Imagine 3 examples:

Imagine a place where the sun always shines, where wars never happen, where no-one dies: in the _____
Andromeda system, there is such a planet.

Adjective, same adjective

He was a fast runner, fast because he needed to be.

It was a foolish animal, foolish in a way that will become obvious as the story unfolds.

Irony sentences

Our 'luxury' hotel turned out to be a farm outbuilding.

The 'trip of our dreams' was, in fact, our worst nightmare.

Tell: show; 3; examples sentence

Ronaldo is an excellent footballer: can score from anywhere; is lightning fast; can out-jump most defenders.