

Dane Ghyll Community Primary School Non-Negotiables

Writing skills should be taught when linked to projects where possible to ensure real world application.



Key Skills
Handwriting
Composing
Spelling
Vocabulary
Grammar
Punctuation

English - Writing

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	<p>Hear initial sounds in words.</p> <p>Hears phonemes and write phonemes in simple words.</p> <p>Use phonic knowledge to write in their spoken words.</p> <p>Some words are spelt correctly others are phonetically plausible.</p> <p>Begins to write words with same ending (rhyming string).</p> <p>Begins to write sentences independently.</p> <p>Writes some irregular words.</p>	<p>Words with known phonemes.</p> <p>Some common exception words.</p> <p>Days of the week.</p> <p>Letters of the alphabet in order.</p> <p>Adding the suffix –s, -es, -ing, -ed, -er, -est.</p> <p>Adding the prefix –un.</p> <p>Spell words phonetically.</p> <p>Write simple sentences to practice spelling.</p> <p>To find and write simple rhyming strings.</p>	<p>Segment spoken words into phonemes.</p> <p>Many Y1 + 2 common exception words.</p> <p>Some common homophones.</p> <p>Spell words with alternative sounds.</p> <p>Words with contracted forms.</p> <p>Learn the possessive apostrophe and how this affects words.</p> <p>Add suffixes to spell longer words, -ment, -ness, -ful, -less, -ly.</p>	<p>Use prefixes and suffixes and know how to add them.</p> <p>Many Y1 + 2 common exception words.</p> <p>Some Y3 + 4 common exception words.</p> <p>Spell homophones.</p> <p>Spell words that are often misspelt.</p> <p>Words with contracted forms.</p> <p>Use the possessive apostrophe accurately in words with regular plurals, eg. boys' and irregular plurals, eg. children's.</p> <p>Check spelling in a dictionary.</p>	<p>Use prefixes and suffixes and know how to add them.</p> <p>Most Y3 + 4 common exception words.</p> <p>Know how to spell all homophone options.</p> <p>Consistently spell words that are often misspelt accurately.</p> <p>Use the possessive apostrophe accurately in words with regular plurals, e.g. boys' and irregular plurals, e.g. children's.</p> <p>Check spelling in a dictionary.</p>	<p>Use prefixes and suffixes and know how to add them.</p> <p>Most Y3 + 4 common exception words</p> <p>Some Y5 + 6 common exception words.</p> <p>Spell words with silent letters.</p> <p>Distinguish between homophones and other words that are often confused.</p> <p>Use knowledge of morphology and etymology in spelling.</p> <p>Understand that some spellings just need to be learnt.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use a thesaurus accurately.</p>	<p>Use prefixes and suffixes and know how to add them consistently.</p> <p>Most Y5 + 6 common exception words.</p> <p>Distinguish between homophones and other words that are often confused.</p> <p>Use knowledge of morphology and etymology in spelling consistently.</p> <p>Understand that some spellings just need to be learnt.</p> <p>Use dictionaries to check the spelling and meaning of words consistently.</p> <p>Use a thesaurus accurately.</p>
Handwriting	<p>Use patterns to develop early pencil skills.</p> <p>Develop correct pencil grip.</p> <p>Pre-writing and fine motors skills developed.</p>	<p>Hold a pencil correctly.</p> <p>Form lower case letters, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form numbers 0-9.</p> <p>Understand which letters belong to each handwriting family.</p>	<p>Form lower case letters of the correct size relative to one another.</p> <p>Begin to use diagonal and horizontal strokes to join handwriting.</p> <p>Write capital letters and digits of the correct size and orientation.</p>	<p>Use diagonal and horizontal strokes to join handwriting</p> <p>Increase legibility, consistency and quality.</p>	<p>Join all letters that should be joined.</p> <p>Increase legibility, consistency and quality.</p>	<p>Write legibly, fluently and with speed.</p> <p>Develop personal style.</p> <p>Choose a writing implement suited to the task.</p>	<p>Write legibly, fluently and with speed.</p> <p>Develop personal style.</p> <p>Adapt handwriting for a range of tasks and purposes, including for effect.</p>

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		Include finger spaces.	Consistent finger spaces.				
Composition	<p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Begin to sequence two sentences.</p>	<p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Use planning tools such as story maps, text maps and washing lines.</p> <p>Sequence a series of sentences.</p> <p>Recognise and use three main story parts: Beginning, middle, end.</p> <p>Write simple information 'books' on a theme or topic.</p> <p>Use devices such as, main heading and bullet points.</p> <p>Use labelled diagrams and pictures with captions.</p> <p>Write simple recounts, letters and instructions.</p> <p>Re-read what has been written to make sure it makes sense.</p> <p>Discuss writing with others.</p>	<p>Write about personal experiences and the experience of others, real events, poetry and for different purposes.</p> <p>Verbalise what will be written.</p> <p>Use planning tools such as flow-charts and story maps with increasing confidence.</p> <p>Write stories with a logical sequence of events.</p> <p>Incorporate 5 main story parts: Opening, Build up, Problem, Solution, Ending.</p> <p>Begin to use language that engages the reader.</p> <p>Use organisational devices in non-fiction such as: headings, sub-headings, lists for instructions.</p> <p>Use imaginative words to interest a reader.</p> <p>Begin to experiment with alliteration.</p> <p>Find a wide range of rhyming words and create own rhyming strings.</p> <p>Re-read to make sure writing makes sense.</p>	<p>Plan own writing with little support.</p> <p>Adapt form and style for purpose.</p> <p>Look at genre examples to identify structure, vocabulary and grammar.</p> <p>Discuss and record ideas.</p> <p>Compose sentences using a varied and rich vocabulary.</p> <p>Develop setting, character and plot in narrative.</p> <p>Use a range of sentence structures to build up atmosphere and suspense.</p> <p>Introduce dialogue to show the relationship between characters in a story.</p> <p>Use paragraphs to organise sections.</p> <p>Use organisational devices in non-fiction, eg. captions, labelled diagrams, bullet points, bold or italic for key words.</p> <p>Experiment with alliteration, word play and rhyme.</p> <p>Use simple similes, onomatopoeia and powerful vocabulary for effect.</p> <p>Check for errors in spelling, grammar and punctuation.</p>	<p>Plan own writing independently; discussing and recording ideas.</p> <p>Use a range of writing styles confidently and independently.</p> <p>Adapt form and style for purpose.</p> <p>Look at genre examples to identify structure, vocabulary and grammar.</p> <p>Compose sentences using a varied and rich vocabulary.</p> <p>Provide detailed descriptions of characters, setting and plot in narrative writing.</p> <p>Use a range of sentence structures to build up atmosphere, suspense, dialogue and conflict.</p> <p>Use paragraphs to organise and group ideas around a theme.</p> <p>Use organisational devices in non-fiction. eg. subheadings, bullet points, labelled diagrams, bold or italic for key words.</p> <p>Develop ideas in creative and interesting ways.</p> <p>Expand noun phrases by modifying adjectives, nouns and prepositions.</p>	<p>Plan own writing with increasing efficiency and accuracy.</p> <p>Develop initial ideas drawing on reading and research.</p> <p>Identify audience and purpose for writing and select the appropriate form.</p> <p>Consider how authors develop character and setting.</p> <p>Introduce more complex characterisation in narratives.</p> <p>Use a range of narrative techniques with confidence, such as building suspense, adding dialogue and creating an atmosphere.</p> <p>Write more complex chronological narratives, following the 5 point structure.</p> <p>Begin to write stories that do not have a linear chronology, eg. flashbacks.</p> <p>Consistently build cohesion within and across paragraphs.</p> <p>Use organisational and presentational devices to structure a text, e.g. subheadings, bullet points, columns, flow diagrams.</p> <p>Select appropriate grammar and vocabulary and know how this can change and enhance meaning.</p>	<p>Plan own writing quickly, confidently and effectively.</p> <p>Identify audience and purpose for writing and select the appropriate form.</p> <p>Consider how writing reflects the audience and purpose that it was intended for.</p> <p>Build atmosphere, tension and climax in narrative writing.</p> <p>Use dialogue effectively to show relationships and move a story forwards.</p> <p>Vary sentence length and word order confidently to sustain interest.</p> <p>Link ideas across paragraphs using cohesive devices: repetition, grammatical connections and ellipses.</p> <p>Use organisational and presentational devices to structure a text, e.g. columns, bullet points, glossary.</p> <p>Summarise and organise writing; supporting ideas and arguments with factual detail.</p> <p>Use a range of persuasive language, including rhetorical questions and hyperbole.</p> <p>Use a wide range of known imaginative and ambitious vocabulary and use this</p>

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			<p>Check for errors in spelling, grammar and punctuation.</p> <p>Read aloud with intonation.</p> <p>Evaluate writing with others and suggest improvement.</p>	<p>Evaluate use of grammar and vocabulary to ensure consistency.</p> <p>Assess own and others writing and suggest improvements.</p>	<p>Use language playfully and experiment with similes, alliteration, onomatopoeia and expressive, powerful verbs.</p> <p>Use a wider a more playful range of rhyming words.</p> <p>Assess own and others writing and suggest improvements linked to grammar, vocabulary, spelling and punctuation.</p>	<p>Experiment with similes, alliteration, onomatopoeia, nonsense words and powerful, expressive verbs.</p> <p>Use a playful range of rhyming words to create humour.</p> <p>Proof-read own writing to check for errors and edit as appropriate.</p> <p>Assess the effectiveness of own and others writing and suggest improvements linked to grammar, vocabulary, spelling and punctuation.</p> <p>Draft and re-draft work effectively.</p>	<p>appropriate to purpose and audience.</p> <p>Use a range of language playfully and experiment with similes, metaphors, personification, onomatopoeia, nonsense words, powerful expressive verbs and unexpected word combinations.</p> <p>Distinguish between formal and informal register in writing.</p> <p>Proof-read own writing to check for errors and edit as appropriate.</p> <p>Assess the effectiveness of own and others writing and suggest improvements linked to grammar, vocabulary, spelling and punctuation.</p> <p>Draft and re-draft work effectively.</p>
Grammar	<p>Know that you can join sentences together with 'and'.</p> <p>Begin to use 'and' in their writing.</p>	<p>Join words and sentences using the conjunctions and, because, but.</p> <p>Know some regular plural nouns -s, -es, e.g. dog-dogs.</p> <p>Suffixes that can be added to verbs where spelling stays the same, e.g. helping, helped.</p> <p>Know what happens to a word when the prefix un- is added, e.g. unhappy.</p> <p>Begin to understand the differences between past and present tense.</p>	<p>Begin to know different sentence structures (simple, compound, complex) and vary these in their own writing.</p> <p>Know the difference between sentences with different forms: statement, question, exclamation, command and use these in their own writing.</p> <p>Know what a noun, verb, adjective and adverb is.</p> <p>Expand noun phrases to describe, e.g. the green grass.</p>	<p>Consistently use sentence structures (simple, compound, complex) and vary these in their own writing.</p> <p>Consistently identify and write statements, questions, commands and exclamations in their own writing.</p> <p>Extend sentences using a wide range of conjunctions, e.g. when, if, because, although, even though, unless, while, after.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p>	<p>Consistently use sentence structures (simple, compound, complex) and vary these in their own writing.</p> <p>Use standard English forms for verb inflections rather than spoken language, e.g. we were rather than we was.</p> <p>Know the meaning of a noun, verb, adjective, adverb and pronoun.</p> <p>Choose appropriate pronouns within and across sentences to avoid repetition.</p>	<p>Select different sentence structures and adapt these for own purpose.</p> <p>Vary the length of sentences for effect.</p> <p>Know the four types of noun (common, proper, abstract and collective).</p> <p>Use expanded noun phrases.</p> <p>Convert nouns and adjectives into verbs using suffixes.</p> <p>Use verbs to mark relationship of time and cause.</p>	<p>Use a range of sentence types and lengths to achieve specific effects.</p> <p>Understand fronted adverbials and how to adapt sentences to include these.</p> <p>Use a range of more complex time, place and manner adverbials (eg. Furthermore, consequently, due to, nevertheless, subsequently).</p> <p>Know what a relative clause is and identify these within a sentence.</p>

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		<p>Use noun phrases to inform (eg. Brown fur).</p> <p>Use simple adjectives to describe characters, settings and emotions.</p> <p>Use a variety of adverbials in instructional writing (eg. First, next, after, later).</p>	<p>Use the past and present tense correctly and consistently.</p> <p>Change words from past to present tense and vice versa.</p> <p>Add suffixes to adjectives –ful, -less.</p> <p>Turn adjectives into adverbs using –ly, -est, -er.</p> <p>Join sentences with the conjunctions: when, if, or, because, but, and, that.</p> <p>Use a variety of openers.</p> <p>Understand that conjunctions can come at the start of a sentence.</p> <p>Understand verb-subject agreement (eg. The children are waiting).</p> <p>Use continuous verb form to show progression.</p> <p>Use third person consistently.</p>	<p>Choose nouns and pronouns appropriately for clarity.</p> <p>Use adverbs to express time and place (then, next, soon, therefore).</p> <p>Use prepositions to express time and place (before, after, during, because of).</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use fronted adverbials.</p> <p>Use the forms ‘a’ or ‘an’ depending on whether the next word begins with a vowel or consonant.</p> <p>Know what a contraction is (eg. Do not- don't).</p> <p>Choose appropriate verbs for effect.</p> <p>Use verbs in continuous form.</p> <p>Begin to use perfect present tense to place events in time.</p> <p>Choose between first and third person, and use this consistently.</p> <p>Use second person for persuasive writing.</p> <p>Use repetition and positive adjectives in persuasive writing.</p>	<p>Extend sentences using a wide range of conjunctions, e.g. when, if, because, although.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Know the grammatical difference between plural and possessive.</p> <p>Use imperative verbs to express urgency.</p> <p>Know the difference between phrase and clause.</p> <p>Begin to show an understanding of relative clauses (eg. The blue car <u>that was parked outside the shop</u> was for sale).</p> <p>Write all contractions accurately.</p> <p>Use subordinating conjunctions and fronted adverbials as sentence openers.</p> <p>Use past and present tense correctly.</p> <p>Use the perfect present tense to place time.</p> <p>Use the first or third person consistently.</p> <p>Effectively use second person for persuasive writing.</p>	<p>Use modal verbs or adverbs to indicate possibility and express urgency.</p> <p>Know what an article and determiner are and identify these within sentences.</p> <p>Know what synonyms and antonyms are.</p> <p>Use the active and passive voice to present information.</p> <p>To begin to use passive voice to maintain a formal or detached stance (eg. The car was taken from the car park).</p> <p>Link paragraphs using time and place adverbials (eg. Meanwhile, first, after, for example, as a result of).</p> <p>Understand subordinate clauses and the words used to introduce them (eg. Even though).</p> <p>Know how to use past progressive verbs.</p> <p>Ensure correct subject and verb agreement when using singular and plural.</p> <p>Begin relative clauses using who, which, where, when, etc.</p> <p>Use first, second or third person consistently.</p>	<p>Know the difference between coordinating and subordinating conjunctions.</p> <p>Begin to understand the differences between formal and informal speech.</p> <p>Adapt writing between a personal and impersonal tone.</p> <p>Use modal verbs to indicate possibility.</p> <p>Use passive verbs to effect the presentation of information in a sentence.</p> <p>Rewrite sentences in the active and passive voice.</p> <p>Know how words are related by meaning as synonyms and antonyms.</p> <p>Identify words that are part of word families.</p> <p>Use hyperbole in persuasive writing.</p> <p>Draw on new vocabulary and grammatical constructions drawn from reading that create certain affects when writing.</p>
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					Use a range of language to introduce or link paragraphs (eg. A little while later, Swiftly, Inside the cave). Understand how to correct grammatical errors.		
Punctuation	<p>Begin to leave finger spaces between words.</p> <p>Show an awareness of capital letters and full stops.</p> <p>Begin to know what ? means.</p> <p>Know that 'I' is a capital.</p> <p>Write name with capital letter.</p>	<p>Leave spaces between words.</p> <p>Use capital letters and full stops</p> <p>Begin to use ? !</p> <p>Use capital letters for people, places, days of the week and I.</p> <p>Identify where capital letters and full stops are missing within sentences.</p>	<p>Use capital letters, full stops, ? ! correctly.</p> <p>Use commas for a list.</p> <p>Begin to use an apostrophe for omission and possession.</p> <p>Use the correct punctuation at the end of a question, statement, command and exclamation sentence.</p>	<p>Use the possessive apostrophe with plural nouns.</p> <p>Punctuate direct speech with "" (inverted commas) accurately and consistently.</p> <p>Use bullet points for a list.</p> <p>Consistently use apostrophes for omission and possession.</p> <p>Understand that a question mark is not always at the end of a sentence.</p>	<p>Use inverted commas and other punctuation to indicate direct speech consistently and accurately.</p> <p>Use commas after fronted adverbials.</p> <p>Use apostrophes to indicate singular and plural possession and contractions.</p> <p>Use bullet points for a list consistently.</p> <p>Explain where capital letters are needed and why.</p> <p>Identify where punctuation is used correctly and incorrectly.</p>	<p>Use commas to clarify meaning.</p> <p>Use brackets, dashes and commas to indicate parenthesis.</p> <p>Use a colon to introduce a list.</p> <p>Know when to use bullet points consistently.</p> <p>Use ellipses to build tension accurately and consistently.</p> <p>Explain why ? or ! has been used in a sentence.</p> <p>Add commas into sentences after fronted adverbials.</p> <p>Add missing punctuation into a text accurately.</p>	<p>Use all punctuation marks accurately.</p> <p>Explain why all types of punctuation have been used in text examples.</p> <p>Use semi-colons, colons or dashes between independent clauses.</p> <p>Know when a colon can replace a comma within a sentence.</p> <p>Use a colon to introduce a list and semi-colons within a list.</p> <p>Know how to use commas after fronted adverbials.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Know how and where to put dashes in sentences.</p> <p>Use ellipses to build tension accurately and consistently.</p> <p>Recognise vocabulary and structures for formal writing.</p>
Key Vocabulary	Letter, capital letter , word, singular, full stop, question mark .	Letter, capital letter, word, singular, plural , full stop, question mark, exclamation mark, conjunction adjective, noun, noun phrase .	Noun, noun phrase statement, question, exclamation, command , adjective, verb, suffix, adverb, tense, apostrophe, comma , conjunction, vowel, consonant .	Adverb, adverbial, preposition , conjunction, word family, prefix, clause, subordinate clause, direct speech, inverted commas (speech marks) ,	Determiner, pronoun, possessive pronoun, relative clause, adverbial , bullet points.	Modal verb, relative pronoun , relative clause, parenthesis, brackets, dash , cohesion, ambiguity, bullet points. Recognise vocabulary and structures for formal writing.	Subject, object, active passive, synonym, antonym, ellipses, hyphen, colon, semi-colon , bullet points, relative clause.

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