

# 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
<b>Spelling</b>	<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>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 <b>suffix</b> -s, -es, -ing, -ed, -er, -est.</p> <p>Adding the <b>prefix</b> -un.</p> <p>Spell words phonetically.</p> <p>Write simple sentences to practice spelling.</p>	<p>Segment spoken words into phonemes.</p> <p>Spell words with alternative sounds.</p> <p>Some common <b>homophones</b>.</p> <p>Many Y2 common exception words.</p> <p>Words with contracted forms.</p> <p>Learn the possessive apostrophe and how this affects words.</p> <p>Add <b>suffixes</b> to spell longer words, -ment, -ness, -ful, -less, -ly.</p>	<p>Use prefixes and suffixes and know how to add them.</p> <p>Spell <b>homophones</b>.</p> <p>Spell words that are often misspelt.</p> <p>Use the possessive apostrophe accurately in words with regular <b>plurals</b>, 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>Know how to spell all <b>homophone</b> options.</p> <p>Consistently spell words that are often misspelt accurately.</p> <p>Use the possessive apostrophe accurately in words with regular <b>plurals</b>, 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>Spell words with silent letters.</p> <p>Distinguish between <b>homophones</b> and other words that are often confused.</p> <p>Use knowledge of <b>morphology</b> and <b>etymology</b> 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.</p>	<p>Use prefixes and suffixes and know how to add them consistently.</p> <p>Distinguish between <b>homophones</b> and other words that are often confused.</p> <p>Use knowledge of <b>morphology</b> and <b>etymology</b> 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>

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	Begins to write sentences independently						
	Writes some irregular words						
<b>Handwriting</b>	<p>Use patterns to develop early pencil skills.</p> <p>Develop correct pencil grip and handwriting posture.</p> <p>Pre-writing and fine motors skills developed.</p> <p>Taught correct letter and number formation in pre-cursive.</p> <p>Write from left to right.</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>Children are taught to write on the line.</p> <p>Include finger spaces.</p> <p>Maintain regular size and shape of letters.</p>	<p>Consistent finger spaces.</p> <p>Write capital letters and digits of the correct size and orientation.</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>Develop fluency of handwriting.</p>	<p>Join letters that should joined.</p> <p>Increase legibility, consistency and quality.</p> <p>Consistently write in cursive style.</p> <p>Begin to write with speed.</p>	<p>Join all letters that should joined.</p> <p>Increase legibility, consistency and quality.</p> <p>Consistently write in cursive style.</p> <p>Begin to write with speed.</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>Choose a writing implement suited to the task.</p> <p>Adapt handwriting for a range of tasks and purposes, including for effect.</p>
<b>Composition</b>	<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>Sequence a series of sentences.</p> <p>Use a variety of adjectives.</p> <p>Re-read what has</p>	<p>Write about personal experience and the experience of others, real events, poetry and for different purposes.</p> <p>Verbalise what will be written.</p> <p>Write down ideas and key words with new vocabulary.</p>	<p>Plan own writing.</p> <p>Look at genre examples to identify structure, vocabulary and grammar.</p> <p>Discuss and record ideas.</p> <p>Compose sentences building</p>	<p>Plan own writing and discuss and record ideas.</p> <p>Look at genre examples to identify structure, vocabulary and grammar.</p> <p>Compose sentences orally building a varied and rich vocabulary and range of sentence</p>	<p>Identify audience and purpose for writing and select the appropriate form.</p> <p>Develop initial ideas drawing on reading and research.</p> <p>Consider how authors develop character and setting.</p> <p>Select appropriate</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>Vary sentence length and word order confidently to sustain interest.</p>

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	<p>been written to make sure it makes sense.</p> <p>Discuss writing with others.</p> <p>Use literary devices such as, alliteration.</p>	<p>Evaluate writing with others and suggest improvement.</p> <p>Re-read to make sure writing makes sense.</p> <p>Check for errors in spelling, grammar and punctuation.</p> <p>Read aloud with intonation.</p> <p>Begin to use alliteration and similes.</p> <p>Begin to write in paragraphs.</p> <p>Use organisational devices in non-fiction, e.g. subtitles.</p> <p>Use imaginative words to interest a reader.</p>	<p>a varied and rich vocabulary and range of sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>Develop setting, character and plot in narrative.</p> <p>Use organisational devices in non-fiction, e.g. captions</p> <p>Assess own and others writing and suggest improvements.</p> <p>Evaluate use of grammar and vocabulary to ensure consistency.</p> <p>Check spelling and punctuation.</p> <p>Use literary devices such as, alliteration, simile, metaphor and personification.</p> <p>Adapt form and style for purpose.</p>	<p>structures.</p> <p>Use paragraphs to organize and group ideas around a theme.</p> <p>Choose nouns and pronouns to use within and across sentences to avoid repetition.</p> <p>Develop setting, character and plot in narrative.</p> <p>Assess own and others writing and suggest improvements linked to grammar, vocabulary, spelling and punctuation.</p> <p>Expand noun phrases by modifying adjectives, nouns and prepositions.</p> <p>Use literary devices such as, alliteration, simile, metaphor and personification.</p> <p>Ensure consistent tense.</p> <p>Use a range of writing styles confidently and independently.</p> <p>Develop ideas in creative and</p>	<p>grammar and vocabulary and know how this can change and enhance meaning.</p> <p>In narrative, describe setting, characters, atmosphere and use dialogue to convey characters.</p> <p>Use a range of narrative techniques with confidence.</p> <p>Consistently build cohesion within and across paragraphs. Use connectives/conjunctions to support this.</p> <p>Use organisational and presentational devices to structure a text, e.g. subheadings.</p> <p>Assess effectiveness of writing.</p> <p>Ensure correct subject and verb agreement when using <b>singular and plural</b>.</p> <p>Proof read for any errors.</p> <p>Use literary devices such as, alliteration, simile, metaphor onomatopoeia and personification.</p>	<p>Link ideas across paragraphs using cohesive devices: repetition, grammatical connections and ellipses.</p> <p>Use organizational and presentational devices to structure a text, e.g. columns, bullet points.</p> <p>Distinguish between formal and informal register in writing.</p> <p>Summarise and organise writing, supporting ideas and argument with factual detail.</p> <p>Draw on knowledge of literary and rhetorical devices to enhance the impact of writing consistently.</p> <p>Produce writing which is varied, interesting, and thoughtful and some imaginative detail that is suited to purpose.</p> <p>Use a wide range of known imaginative and ambitious vocabulary and use this appropriate to purpose and audience.</p>
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					interesting ways		
<b>Vocabulary</b>	Letter, capital letter, word, singular, full stop, question mark, exclamation mark	Letter, capital letter, word, singular, <b>plural</b> , full stop, question mark, exclamation mark, <b>conjunction</b> .	<b>Noun, noun phrase</b> , statement, question, exclamation, command, <b>adjective</b> , verb, <b>suffix, adverb</b> , tense, <b>apostrophe</b> , comma, <b>conjunction</b> .	<b>Adverb, adverbial, preposition, conjunction, word family, prefix, clause, subordinate clause</b> , direct speech, <b>vowel</b> , inverted commas (speech marks.)	<b>Determiner, pronoun, possessive pronoun, adverbial.</b>	Recognise vocabulary and structures for formal writing.  <b>Modal verb</b> , relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.	Recognise vocabulary and structures for formal writing.  <b>Subject, object, active passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points.</b>
<b>Grammar</b>	Know that you can join sentences together with and  Begin to use and in their writing	Join words and sentences using the <b>conjunctions</b> and, because, but.  Regular plural nouns -s, -es, e.g. dog, dogs.  Suffixes that can be added to verbs where spelling stays the same, e.g. helping, helped.  Know what happens to a word when the prefix un- is added, e.g. unhappy.  Begin to understand differences between past and present tense.	Sentences with different forms: statement, question, exclamation, command.  Expand noun phrases to describe, e.g. the green grass.  Use the <b>past and present tense</b> correctly and consistently.  Add suffixes to <b>adjectives</b> -ful, -less.  Turn adjectives into adverbs using -ly, -est, -er.  Join sentences with the <b>conjunctions</b> : when, if, or, because, but, and.  Use a variety of openers.	Extend sentences using a wide range of <b>conjunctions</b> , e.g. when, if, because, although.  Use the present <b>perfect</b> form of verbs in contrast to the <b>past tense</b> .  Choose <b>nouns</b> and <b>pronouns</b> appropriately for clarity.  Use <b>conjunctions, adverbs</b> and <b>prepositions</b> to express time and cause.  Use <b>fronted adverbials</b> .  Use the forms a or an depending on whether the next word begins	Use standard English forms for verb inflections rather than spoken language, e.g. we were rather than we was.  Extend sentences using a wide range of <b>conjunctions</b> , e.g. when, if, because, although.  Use <b>conjunctions, adverbs</b> and <b>prepositions</b> to express time and cause.  Know the grammatical difference between plural and possessive.	Convert nouns and adjectives into verbs using suffixes.  Use verbs to mark relationship of time and cause.  Use expanded noun phrases.  Use <b>modal verbs</b> or <b>adverbs</b> to indicate possibility.  Use the <b>active and passive voice</b> to present information.  Use adverbials to link across paragraphs.  Indicate degrees of possibility using <b>adverbs</b> and <b>modal verbs</b> .  Begin <b>relative clauses</b> using who, which, where, when, etc.	Use <b>passive</b> verbs to affect the presentation of information in a sentence.  Know how words are related by meaning as <b>synonyms</b> and <b>antonyms</b> .  Draw on new vocabulary and grammatical constructions drawn from reading that create certain affects when writing.

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				with a vowel or consonant.			
<b>Punctuation</b>	<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>Use capital letters, full stops, ? ! correctly.</p> <p>Use commas for a list.</p> <p>Begin to use apostrophe for omission and possession.</p>	<p>Use the possessive apostrophe with plural nouns.</p> <p>Punctuate direct speech with "" (inverted commas).</p> <p>Use bullet points for a list.</p>	<p>Use inverted commas and other punctuation to indicate direct speech.</p> <p>Use commas after fronted adverbials.</p> <p>Use apostrophe to indicate singular and plural possession.</p> <p>Use bullet points for a list.</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>Use bullet points consistently.</p> <p>Use <b>ellipses</b>.</p>	<p>Use semi-colons, colons or dashes between independent clauses.</p> <p>Use a colon to introduce a list and semi-colons within a list</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use ellipses to build tension accurately and consistently.</p>