

Crockerne Church of England Primary

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

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	<p>Begin to hear initial sounds in words.</p> <p>Begins to write letters of own name in correct sequence.</p> <p>Begins to write letters.</p> <p>Ascribes meaning to their 'writing'.</p>	<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)</p>	<p>Words with known phonemes- first 40 sounds learnt.</p> <p>Spell the days of the week accurately.</p> <p>Spell common exception words. (tricky words)</p> <p>Letters of the alphabet in order.</p> <p>Adding the suffix -s, -es, -ing, -ed, -er, -est. (with root words e.g. helping, helped, helper)</p> <p>Adding the prefix -un.</p> <p>Know how to make plurals +s or +es.</p> <p>Spell words phonetically.</p>	<p>Segment spoken words into phonemes.</p> <p>Spell words with alternative sounds.</p> <p>Make plausible attempts at spelling unfamiliar words (polysyllabic words)</p> <p>Spell some common homophones.</p> <p>Spell phonemes in new ways when a sound is already known.</p> <p>Some common exception words. (tricky words)</p> <p>Spell words with contracted forms correctly.</p> <p>Learn the possessive apostrophe and how</p>	<p>Use prefixes and suffixes and know how to add them.</p> <p>Spell common homophones correctly e.g. knot and not.</p> <p>Spell words that are often misspelt e.g. science, scene.</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>Proofread writing and find spelling</p>	<p>Use prefixes and suffixes and know how to add them.</p> <p>Know how to spell all homophone options.</p> <p>Consistently spell words that are often misspelt accurately e.g. went, which.</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>Spell words with silent letters e.g. knight, solemn.</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.</p> <p>Use hyphens to join words effectively.</p>	<p>Spell words with silent letters accurately e.g. solemn, thistle.</p> <p>Spell words that end in -ence, ency, ance, ancy etc.</p> <p>Use prefixes and suffixes and know how to add them consistently.</p> <p>Distinguish between homophones and other words that are often confused e.g. aisle and isle.</p> <p>Use knowledge of morphology and etymology in spelling consistently.</p> <p>Understand that some spellings just need to be learnt.</p>

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		string). Begins to write sentences independently. Writes some irregular words.	Write simple sentences to practice spelling. Begin to spell contracted words accurately.	this affects words and spell these words correctly. Add suffixes to spell longer words, -ment, -ness, -ful, -less, -ly. Begin to use possessive apostrophes e.g. Alfie's.	errors.			Use dictionaries to check the spelling and meaning of words consistently.
Handwriting	Begin to hold pencils showing control Ascribes meaning to marks made. Begin to write letters in a cursive style.	Begin to write letters and words in a cursive style.	Sit correctly and hold a pencil correctly. Form lower case letters, starting and finishing in the right place. Form capital letters. Form numbers 0-9. Understand which letters belong to the handwriting families. Include finger spaces. Write in a cursive style.	Form lower case letters of the correct size relative to one another. Joining letters diagonally and horizontally. Write capital letters and digits of the correct size and orientation. Begin to show evidence of writing with a cursive style of handwriting. Consistent finger spaces.	Join all letters that should be joined. Increase legibility, consistency and quality. Consistently write in cursive style with clear ascenders and descenders. Consistently write letters with the correct orientation and size.	Join all letters that should be joined in all independent work. Increase legibility, consistency and quality. Write with speed and accuracy. Consistently write in a cursive style.	Write legibly, fluently and with speed. Develop a personal handwriting style. Choose a writing implement suited to the task. Choose a handwriting style appropriate to the task.	Write legibly, fluently and with speed. Develop a personal handwriting style. Adapt handwriting for a range of tasks and purposes, including for effect.
Composition	Begin to break the flow of	Say out loud what they are	Say out loud what they are going to	Sustain a narrative and non-narrative	Plan own writing by discussing and	Plan own writing and discuss and record	Identify audience and purpose for writing and	Generate ideas, draft and re-read a piece of

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	<p>speech into words.</p> <p>Use some clear letters when writing.</p>	<p>going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Begin to sequence two sentences.</p>	<p>write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Sequence a series of sentences to order a short narrative.</p> <p>Use a variety of adjectives.</p> <p>Re-read what has been written to make sure it makes sense.</p> <p>Make simple changes in writing where it has been suggested.</p> <p>Discuss writing with others.</p> <p>Write about real-life experiences.</p> <p>Begin to write simple poetry.</p> <p>Use literary devices such as, alliteration.</p> <p>Write with clear meaning in a series</p>	<p>forms. (Write a narrative nearing up to a side of A4).</p> <p>Write about personal experience and the experience of others, real events, poetry and for different purposes. (narratives)</p> <p>Write poetry in a few different forms.</p> <p>Plan by writing down ideas and key words with new vocabulary.</p> <p>Write a text which is organised correctly e.g. structure of a letter.</p> <p>Evaluate writing with others and suggest improvement.</p> <p>Plan and say aloud ideas for writing and then re-read for sense.</p> <p>Check for errors in spelling, grammar and</p>	<p>looking at ideas.</p> <p>Look at genre examples to identify structure, vocabulary and grammar.</p> <p>Compose sentences building a varied and rich vocabulary and range of sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>Develop setting, character and plot within narrative.</p> <p>Use organisational devices in non-fiction, e.g. headings, subheadings.</p> <p>Assess own and others writing and suggest improvements.</p>	<p>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 structures.</p> <p>Use paragraphs to organise and group ideas around a theme.</p> <p>Maintain consistent tense in writing.</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</p>	<p>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 grammar and vocabulary and know how this can change and enhance meaning.</p> <p>Use standard and non-standard English accurately.</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>writign to ensure improvements.</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> <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.</p> <p>Distinguish between formal and informal register in writing.</p> <p>Summarise and</p>

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			of simple sentences.	punctuation. Read aloud with intonation. Use literary devices such as, alliteration, simile and metaphor. Begin to write in paragraphs. Use organisational devices in non-fiction, e.g. subtitles. Use imaginative words to interest a reader. Begin to consider how sentence length impacts on writing.	Adapt form and style to suit the audience. Use literary devices such as, alliteration, simile, metaphor and personification.	to grammar, vocabulary, spelling and punctuation. Expand noun phrases by modifying adjectives, nouns and prepositions. Use literary devices such as, alliteration, simile, metaphor and personification. Ensure consistent tense when writing. Use a range of writing styles and roles confidently and independently. Develop ideas in creative and interesting ways. Proof read a piece of text to check for errors.	Use organisational and presentational devices to structure a text, e.g. subheadings., bullet points. Assess effectiveness of writing. Ensure correct subject and verb agreement when using singular and plural . Use literary devices such as, alliteration, simile, metaphor onomatopoeia and personification. Proof read work and check for punctuation and spelling errors.	organise writing, supporting ideas and argument with factual detail. Draw on knowledge of literary and rhetorical devices to enhance the impact of writing consistently- alliteration, simile, metaphor, onomatopoeia. Personification, repetition, exaggeration and imagery. Use a range of narrative techniques such as humour, tension, sarcasm and irony. Ensure subject and verb agreement and singular and plural is in writing. Proof read work and check for punctuation and spelling errors.
Vocabulary	Capital letter (for their own name).	Letter, capital letter, word,	Letter, capital letter, word,	Noun, noun phrase, statement, question,	Adverb, adverbial,	Determiner, pronoun, possessive pronoun,	Recognise vocabulary and structures for formal	Recognise vocabulary and structures for

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	Know that the letters look different from each other.	singular, full stop, question mark, exclamation mark.	singular, plural , full stop, question mark, exclamation mark, conjunction .	exclamation, command, adjective , verb, suffix , adverb , tense, apostrophe , comma, conjunction . Know how to add detail using adjectives.	preposition , conjunction , word family , prefix , clause , subordinate clause , direct speech, vowel , inverted commas (speech marks.) Consistently use adjectives, verbs and adverbs for description.	adverbial .	writing. Modal verb , relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.	formal writing. Use imaginative expanded noun phrases for description. Subject , object , active passive , synonym , antonym , ellipses , hyphen, colon, semi-colon, bullet points.
Grammar	Know that words within sentences make sense.	Know that you can join sentences together with and. Begin to use and in their writing.	Join words and sentences using the conjunctions 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	Sentences with different forms: statement, question, exclamation, command. Expand noun phrases to describe, e.g. the green grass. Use the past and present tense correctly and consistently. Add suffixes to adjectives -ful, -less. Turn adjectives into adverbs using -ly, -est, -er.	Extend sentences using a wide range of conjunctions , e.g. when, if, because, although. Use the present perfect form of verbs in contrast to the past tense . Choose nouns and pronouns appropriately for clarity and to avoid repetition. Use conjunctions , adverbs and prepositions to express time and	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 conjunctions , e.g. when, if, because, although. Use conjunctions , adverbs and prepositions to express time and cause. Know the grammatical	Convert nouns and adjectives into verbs using suffixes. Use verbs to mark relationship of time and cause. Use adverbials to link across paragraphs. Use expanded noun phrases for concise description. Use modal verbs or adverbs to indicate possibility. Use the active and passive voice to present	Use passive verbs to affect the presentation if information in a sentence. Know how words are related by meaning as synonyms and antonyms . Use tenses consistently across a piece of writing. Use active and passive voice to affect presentation of information.

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			this differences between past and present tense.	Join sentences with the conjunctions : when, if, or, because, but, and. Know the difference between subordinating and co-ordinating connectives. Use a variety of openers.	cause. Use fronted adverbials . Consistently use a or an accurately.	difference between plural and possessive.	information. Use adverbials to link across paragraphs. Indicate degrees of possibility using adverbs and modal verbs . Begin relative clauses using who, which, where, when, etc. Use tenses consistently in a piece of writing.	Use adverbials to link across paragraphs e.g. in contrast to, on the other hand. Select vocabulary and structures for a range of situations including subjunctive forms.
Punctuation		Leave finger spaces between words. Use capital letter, full stops. Begin to know what ? means. Know that I is a capital. Write name with capital letter.	Leave spaces between words. Use capital letters and full stops. Begin to use ? ! Use capital letters for people, places, days of the week and I .	Use capital letters (especially for proper nouns), full stops, ? ! correctly. Use commas for a list. Use apostrophe for omission and possession. Begin to use sentence types that are correctly punctuated.	Use the possessive apostrophe with plural nouns. Punctuate direct speech with "" (inverted commas). Use bullet points for a list.	Use inverted commas and other punctuation to indicate direct speech. Use commas after fronted adverbials . Use apostrophe to indicate singular and plural possession. Use bullet points for a list.	Use commas to clarify meaning. Use brackets, dashes and commas to indicate parenthesis. Use a colon to introduce a list. Use bullet points consistently. Use ellipses .	Use semi-colons, colons or dashes between independent clauses. Use a colon to introduce a list and semi-colons within a list and between clauses. Use hyphens to avoid ambiguity. Use ellipses to build tension accurately and consistently.

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