

### Key Skills

Spelling  
Handwriting  
Composing  
Vocabulary  
Grammar  
Punctuation

## Heamoor School Non-Negotiables

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



### English – Writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use the prefix un-</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Learn to spell common exception words</p> <p>Learn the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguish between homophones and near-homophones</p> <p>Add suffixes to spell longer words, including</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p>

		-ment, -ness, -ful, -less, -ly			Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  Use a thesaurus	Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  Use a thesaurus
Handwriting	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</p> <p>Leave spaces between words</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task</p>	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task</p>
Composition	<p>Write sentences by saying out loud what they are going to write about</p> <p>Write sentences by composing a sentence</p>	<p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>

	<p>orally before writing it Write sentences by sequencing sentences to form short narratives</p> <p>Write sentences by re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read their writing aloud, clearly enough to be heard by their peers and the teacher</p>	<p>Write poetry</p> <p>Write for different purposes</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Evaluate their writing with the teacher and other pupils</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p>	<p>Discuss and record ideas</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Organise paragraphs around a theme</p> <p>In narratives, create settings, characters and plot</p> <p>In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</p> <p>Assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Discuss and record ideas</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Organise paragraphs around a theme</p> <p>In narratives, create settings, characters and plot</p> <p>In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</p> <p>Assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>Précis longer passages</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader [for</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>Précis longer passages</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader [for</p>
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			<p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>example, headings, bullet points, underlining]</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proofread for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>example, headings, bullet points, underlining]</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proofread for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
<p>Punctuation &amp; Grammar</p>	<p>Join words and join clauses using 'and'</p>	<p>Learn how to use both familiar and new punctuation correctly</p>	<p>Extend the range of sentences with more than one clause by using</p>	<p>Extend the range of sentences with more than one clause by using</p>	<p>Recognise vocabulary and structures that are appropriate for formal</p>	<p>Recognise vocabulary and structures that are appropriate for formal</p>

	<p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>Write sentences with different forms: statement, question, exclamation, command</p> <p>Use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Use the present and past tenses correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	<p>a wider range of conjunctions, including when, if, because, although</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Use fronted adverbials</p> <p>Use commas after fronted adverbials</p> <p>Indicate possession by using the possessive apostrophe with plural nouns use and punctuate direct speech</p>	<p>a wider range of conjunctions, including when, if, because, although</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Use fronted adverbials</p> <p>Use commas after fronted adverbials</p> <p>Indicate possession by using the possessive apostrophe with plural nouns use and punctuate direct speech</p>	<p>speech and writing, including subjunctive forms</p> <p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p>	<p>speech and writing, including subjunctive forms</p> <p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p>
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					<p>using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p>	<p>using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p>
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