



WRITING SKILLS TO BE TAUGHT

AREA	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Transcription	<p>Spell words containing each of the 40+ phonemes already taught, plus common exception words</p> <p>Spell the days of the week</p> <p>Name letters of the alphabet, in order</p> <p>Use very common prefixes and suffixes</p> <p>Use the spelling rule for adding –s or –es for nouns and third person for verbs</p> <p>Use the prefix un-</p> <p>Use –ing, -ed, -er and –est where not change is needed in the spelling of root words</p>	<p>Spell by segmenting into phonemes and representing these by graphemes</p> <p>Learn to spell common 'exception' words</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known</p> <p>Spell using common suffixes</p> <p>Learn the possessive apostrophe</p> <p>Distinguish between homophones and near-homophones</p> <p>Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly</p> <p>Write from memory, a simple sentence</p>	<p>Use prefixes and suffixes in spelling</p> <p>Spell further homophones</p> <p>Use the first 2 or 3 letters of a word to check its spelling in the dictionary</p> <p>7</p> <p>Spell most words that are often misspelt</p> <p>Write sentences dictated by the teacher, including the punctuation taught so far</p> <p>Place the possessive apostrophe accurately in words with regular plurals</p>	<p>Correctly spell homophones</p> <p>Place the possessive apostrophe accurately in words with irregular plurals</p> <p>Use a dictionary to confirm spellings</p> <p>Spell all words that are often spelt misspelt</p> <p>Write from memory, sentences dictated by the teacher, including the punctuation taught so far</p>	<p>Use further prefixes and suffixes</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</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three letters of a word to check spelling, meaning or both of these in the dictionary</p> <p>Use a thesaurus accurately</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell most words with silent letters</p> <p>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</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first four letters of a word to check spelling, meaning or both of these in the dictionary</p>



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		dictated by the teacher				Use a thesaurus accurately
			<p><u>Narrative</u> Write stories set in places pupils have been</p> <p>Write stories that contain mythical legendary or historical characters or events.</p> <p>Write stories of adventures</p> <p><u>Non-fiction</u> Write Instructions</p> <p>Write recounts</p>	<p><u>Narrative</u> Write stories that contain mythical legendary or historical characters or events</p> <p>Write stories of adventures</p> <p>Write stories of mystery and suspense</p> <p><u>Non-fiction</u> Write persuasively</p> <p>Write explanations</p>	<p><u>Narrative</u> Write stories of adventure</p> <p>Write stories of mystery and suspense</p> <p>Write Letters</p> <p><u>Non-fiction</u> Write non-chronological reports</p> <p>Write biographies</p> <p><u>Poetry</u> Write in the format of cinquain</p>	<p><u>Narrative</u> Write letters inspired by reading across the curriculum</p> <p>Write plays inspired by reading across the curriculum</p> <p>Write stories inspired by reading across the curriculum</p> <p><u>Non-fiction</u> Write in a journalistic style</p> <p>Write arguments</p>



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			<p><u>Poetry</u> Learn by heart and perform a significant poem</p>	<p><u>Poetry</u> Write in the format of Haiku</p>		<p>Write formally</p> <p><u>Poetry</u> Write poems that convey an image (simile, word play, rhyme and metaphor)</p>
<p>Handwriting</p>	<p>Sit correctly at the table, holding the pencil correctly</p> <p>Form lower case letters correctly</p> <p>Form capital letters and digits</p> <p>Understand which letters belong to which handwriting 'families'</p> <p>All objectives are ongoing throughout the year</p>	<p>Form lower-case, capital letters and digits of the correct size relative to one another</p> <p>Start using diagonal/horizontal strokes to join letters and understand which letters are best left un-joined</p> <p>Use spacing between words</p>	<p>On most occasions, use diagonal/horizontal strokes to join letters and understand which letters are best left un-joined</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, down strokes of letters are parallel)</p> <p>Lines of writing are spaced sufficiently so that ascenders and descenders don't touch</p>	<p>Consistently use diagonal/horizontal strokes to join letters and understand which letters are best left un-joined</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, down strokes of letters are parallel)</p> <p>Lines of writing are spaced sufficiently so that ascenders and descenders don't touch</p>	<p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task</p>	<p>Develop a personal handwriting style</p> <p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task</p>



THE MARTON ACADEMY

LABOR OMNIA VINCIT

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Evidence	Independent Writing books English books Spelling, Punctuation and Grammar books Handwriting books Topic books Planning Displays Word of the Day Phonics/spelling sessions Assessment grids Home Learning Opportunities for writing in Early Years Year 6 pen licences Staff training Writing competitions (poetry/500 word stories) Writing for a range of purposes Cross-curricular links Residential diary entries Sponsored spell Sports reports Working walls Personalised targets Analysing school performance
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