


# Hartington C of E Primary School




## Writing

	Phase 1		Phase 2		Phase 3	
<p>Handwriting</p> 	<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• Form capital letters.</li> <li>• Form digits 0-9.</li> <li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these..</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another.</li> <li>• 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 un-joined.</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>• Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• Choosing the writing implement that is best suited for a task.</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• Choosing the writing implement that is best suited for a task.</li> </ul>

Transcription



<p>Transcription</p> 	<ul style="list-style-type: none"> <li>• Spell words containing each of the 40+ phonemes already taught.</li> <li>• Spell common exception words</li> <li>• Spell the days of the week.</li> <li>• Naming the letters of the alphabet in order.</li> <li>• Using letter names to distinguish between alternative spellings of the same sound.</li> <li>• Add suffixes using the spelling rule for adding -s or -es as the plural marker for             <ul style="list-style-type: none"> <li>• nouns and the third person singular marker for verbs.</li> </ul> </li> <li>• Add prefixes using the prefix un-.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting spoken words into phonemes representing these by graphemes, spelling many correctly.</li> <li>• Learning 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.</li> <li>• Learning to spell common exception words.</li> <li>• Learning to spell more words with contracted forms.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them (English Appendix 1).</li> <li>• Spell further homophones.</li> <li>• Spell words that are often misspelt (English Appendix 1).</li> <li>• Place the possessive apostrophe accurately in words with regular plurals</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them (English Appendix 1).</li> <li>• Spell further homophones.</li> <li>• Spell words that are often misspelt (English Appendix 1).</li> <li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</li> </ul>	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>• Spell some words with 'silent' letters [for example, knight, psalm, solemn].</li> <li>• Continue to distinguish between homophones and other words which are often confused.</li> <li>• 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.</li> <li>• Use dictionaries to check the spelling and meaning of words.</li> </ul>	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>• Spell some words with 'silent' letters [for example, knight, psalm, solemn].</li> <li>• Continue to distinguish between homophones and other words which are often confused.</li> <li>• 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.</li> </ul>
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Transcription Continued



<ul style="list-style-type: none"> <li>• Add suffixes using -ing, -ed, -er and -est where no change is needed in the</li> <li>• spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].</li> <li>• Apply simple year 1 spelling rules and guidance.</li> <li>• Write from memory simple sentences dictated by the teacher that include words</li> <li>• using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning the possessive apostrophe (singular)</li> <li>• Distinguishing between homophones and near-homophones.</li> <li>• Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</li> <li>• Apply year 2 spelling rules and guidance.</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>• Use a thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>• Use dictionaries to check the spelling and meaning of words.</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>• Use a thesaurus.</li> </ul>
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## Composition




<ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about.</li> <li>• Composing a sentence orally before writing it.</li> <li>• Sequencing sentences to form short narratives.</li> <li>• Re-reading what they have written to check that it makes sense.</li> <li>• Discuss what they have written with the teacher or other pupils.</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing narratives about personal experiences and those of others (real and fictional).</li> <li>• Writing about real events.</li> <li>• Writing poetry.</li> <li>• Writing for different purposes.</li> <li>• Planning or saying out loud what they are going to write about.</li> <li>• Writing down ideas and/or key words, including new vocabulary.</li> <li>• Encapsulating what they want to say, sentence by sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Discussing and recording ideas.</li> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</li> <li>• Organising paragraphs around a theme.</li> <li>• Creating settings, characters and plot in narratives.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Discussing and recording ideas.</li> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</li> <li>• Organising paragraphs around a theme.</li> <li>• Creating settings, characters and plot in narratives.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>• Noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>• Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.</li> <li>• Precising longer passages.</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs.</li> <li>• Proof-read for spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>• Noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>• Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.</li> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> </ul>
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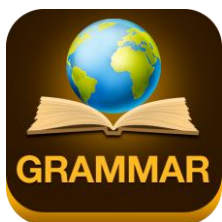
## Composition Continued



		<ul style="list-style-type: none"> <li>• Evaluating their writing with the teacher and other pupils.</li> <li>• Re-reading to check that their writing makes sense and that verb to indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>• Proof-reading to check for errors in spelling, grammar and punctuation</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Using simple organisational devices in non-narrative material [for example, headings and sub-headings].</li> <li>• Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>• Proof-read for spelling and punctuation errors.</li> <li>• Read aloud their own writing, to a group or the whole class, using appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Using simple organisational devices in non-narrative material [for example, headings and sub-headings].</li> <li>• Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>• Proof-read for spelling and punctuation errors.</li> <li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone</li> </ul>	<p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and</p>	<ul style="list-style-type: none"> <li>• describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.</li> <li>• Precising longer passages.</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs.</li> <li>• Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</li> <li>• Assessing the effectiveness of their own and others' writing.</li> <li>• Proposing changes to vocabulary, grammar and</li> </ul>
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			<ul style="list-style-type: none"> <li>• Intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	and volume so that the meaning is clear.	choosing the appropriate register.	punctuation to enhance effects and clarify meaning.
<p>Composition Continued</p> 		•	•	•		<ul style="list-style-type: none"> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> <li>• Proof-read for spelling and punctuation errors.</li> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>

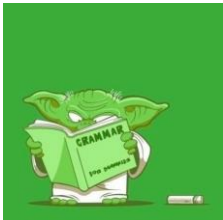
## Vocabulary, Grammar, Punctuation



<ul style="list-style-type: none"> <li>• Leaving spaces between words.</li> <li>• Joining words and joining clauses using 'and'.</li> <li>• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> <li>• Understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes],</li> <li>• including the effects of these suffixes on the meaning of the noun.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, and question marks.</li> <li>• Learning how to use commas for lists.</li> <li>• Learning how to use apostrophes for contracted forms and the possessive (singular).</li> <li>• Sentences with different forms: statement, question, exclamation, command.</li> <li>• Expanded noun phrases to describe and specify [for example, the blue butterfly].</li> </ul>	<ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Using the present perfect form of verbs in contrast to the past tense.</li> <li>• Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading.</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Understanding the formation of nouns using a</li> </ul>	<ul style="list-style-type: none"> <li>• Using commas after fronted adverbials.</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Using fronted adverbials.</li> <li>• Understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].</li> <li>• Indicating possession by using the possessive apostrophe with plural nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Using modal verbs or adverbs to indicate degrees of possibility.</li> <li>• Using brackets, dashes or commas to indicate parenthesis.</li> <li>• Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading.</li> <li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> <li>• Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</li> </ul>	<ul style="list-style-type: none"> <li>• Using hyphens to avoid ambiguity.</li> <li>• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>• Using passive verbs to affect the presentation of information in a sentence.</li> <li>• Understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little].</li> <li>• Understanding layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].</li> <li>• Using a colon to introduce a list.</li> </ul>
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Vocabulary,  
Grammar,  
Punctuation  
Continued



			range of prefixes			
<ul style="list-style-type: none"> <li>Understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper].</li> <li>Understanding how the prefix un- changes the meaning of verbs and adjectives.</li> <li>Understanding how words can combine to make sentences.</li> <li>Use year 1 grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	<ul style="list-style-type: none"> <li>The present and past tenses correctly and consistently including the progressive form.</li> <li>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</li> <li>Understanding the formation of nouns using suffixes such as -ness, -er and</li> <li>compounding [e.g. whiteboard, superman]</li> <li>Understanding the formation of adjectives using suffixes such as -ful, -less.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].</li> <li>Understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].</li> <li>Understanding paragraphs as a way to group related material.</li> <li>Using headings and sub-headings to aid presentation.</li> <li>Beginning to use inverted commas to punctuate direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>Using and punctuating direct speech.</li> <li>Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading.</li> <li>Using expanded noun phrases to convey complicated information concisely.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding verb prefixes [for example, dis-, de-, mis-, over- and re-].</li> <li>Understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</li> <li>Understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</li> <li>Using commas to clarify meaning or avoid ambiguity in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.</li> <li>Using semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>Punctuating bullet points consistently.</li> <li>Use and understand the grammatical terminology in English Appendix 2 Year 6 accurately and appropriately in discussing their writing and reading.</li> </ul>	