

What are the key skills?

The key skills are the age appropriate writing skills for each year group. These key pieces of learning will support pupils in becoming effective and reflective independent writers.

Where have they come from?

The key skills have been identified primarily from the National Curriculum 2014 programmes of study. Other key documents cross referenced in their preparation include the Early Years Foundation Stage documents and Lancashire *Assessment and Progression in Writing*.

How might the key skills be useful?

The key skills should help to focus, and be exemplified, during whole class teaching. Taught in the context of lively, engaging and creative units of work, they help to ensure that pupils make progress as writers. **Teaching should ensure that skills are modelled and scaffolded and that pupils are given opportunities to apply them in a range of different contexts.** Regular teaching of skills would normally take place through a combination of lively 'warm up' sessions (particularly during the earlier phases of the teaching sequence), shared writing and guided writing. Pupils will practise applying the skills during independent and guided writing and have regular opportunities to reflect on how well they have done. To consolidate, children should be encouraged to apply the skills in their cross curricular writing.

Why are the key skills not levelled?

The key skills are age appropriate and are therefore particularly suited to supporting whole class teaching. Levelled statements, useful for supporting next steps teaching for groups (including guided writing) can be found in *Assessment and Progression in Writing*, and *Children's Targets for Writing*.

Year Group	Composition		Transcription	
	Vocabulary, grammar and punctuation	Composition	Encoding	Handwriting
EYFS	<ul style="list-style-type: none"> • Say simple sentences which make sense, supported by an adult if required • Say simple captions that make sense, supported by an adult if required • Write simple sentences/captions that can be read by themselves or with adult support • Separate words with finger spaces • Begin to punctuate simple sentences/ captions with capital letters and full stops • Use capital letter for the personal pronoun I • Explore the use capital letters for names of people, places and days of the week • Explore the use of question marks and exclamation marks within a reading book • Explore the use simple connectives to link ideas e.g. and within a reading book 	<ul style="list-style-type: none"> • Know that writing communicates meaning • Orally compose every sentence/caption before mark making/ writing • Verbalise compose sentences when speaking whilst counting the words on their fingers (knowing that each finger represents a word and the gap between represents a finger space) • Know that re-reading a sentence/ caption is done to check it makes sense • Sequence ideas/events in order e.g. retelling a real-life experience, retelling a familiar story • Compose questions using sentence stem words i.e. Who? What? Where? Why? When? How? • Begin to use formulaic phrases to open and close a story • Retell familiar plots that might include an opening, middle and end • Write in different forms with simple text type features e.g. shopping list, route maps, captions, simple stories, • Begin to discuss their writing with adults and peers • Begin to read aloud their writing to adults and peers 	<ul style="list-style-type: none"> • Sing the alphabet song to learn the names of the letters of the alphabet in order • Link the name of the letters of the alphabet to each grapheme it corresponds to. • Know letter names to distinguish between the sound the letter makes • Encode words using the grapheme-phoneme-correspondences (GPCs) they have learned according to their stage in phonics. • Encode the sounds they hear in words, focussing on initial sounds and final sounds • Read back words they have encoded as a word, caption or sentence • Encode tricky words according to their stage of phonics 	<ul style="list-style-type: none"> • Begin to hold a pencil with an effective grip, referring to this as ‘pinchy fingers’ • Access regular activities to develop, and explicitly teach, fine motor skills • Form lower-case letters correctly – leading in from the line and leading out of the letter/word going the right way round, correctly oriented. • Begin to form letters with clear ascenders (‘tall letters’) and descenders (‘tails’), supported by adult narration of how to form the letter • Begin to form capital letters correctly, supported by narration • Sit letters on the line, correctly oriented

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Y1	<ul style="list-style-type: none"> • Orally compose and practise saying a sentence 3 times before writing it down • Say, and hold in memory whilst writing, simple sentences which make sense • Write simple sentences that can be read by themselves and others • Separate words with finger spaces • Punctuate simple sentences with capital letters and full stops • Use capital letter for the personal pronoun I • Use capital letters for names of people, places and days of the week • Identify and use question marks and exclamation marks • Use simple connectives to link ideas e.g. and, but, so 	<ul style="list-style-type: none"> • Orally compose every sentence before writing, practise 3 times before writing • Re-read every sentence to check it makes sense • Orally plan and rehearse ideas. • Sequence ideas/events in order • Use formulaic phrases to open and close texts • Use familiar plots for structuring the opening, middle and end of their stories • Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts • Discuss their writing with adults and peers • Read aloud their writing to adults and peers 	<ul style="list-style-type: none"> • Name the letters of the alphabet in order • Use letter names to distinguish between alternative spellings of the same sound • Segment spoken words into phonemes and represent these by graphemes, spelling many correctly • Encode words containing each of the 40+ phonemes already taught • Encode the sounds they hear in words • Read back words they have spelt • Use their phonic knowledge when encoding unfamiliar words (ie produce phonically plausible spellings) • Spell common exception words • Spell the days of the week • Use the spelling rule for adding –s or –es (ie when the word has a /ɪz/ sound) • Use the prefix un– for words without any change to the spelling of the root word • Use suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words • Apply simple spelling rules and guidelines • Regular practise of writing from memory simple sentences dictated by the teacher that include common exception words taught so far. 	<ul style="list-style-type: none"> • Hold a pencil with an effective grip • Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented. • Have clear ascenders (‘tall letters’) and descenders (‘tails’) • Form capital letters correctly

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Y2	<p>As above and:</p> <ul style="list-style-type: none"> • Say out loud, write and punctuate simple and compound sentences using the connectives and, but and or – including verbalising subordinating clauses in sentences • Use sentences with different forms: statement, question, command, exclamation • Use commas to separate items in a list • Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll • Use subordination for time e.g. When we had finished our writing, we went out to play. We went out to play when we had finished our writing. Other time connectives: while, as, before, after • Use subordination for reason e.g. I put my coat on because it was raining. Because it was raining, I put on my coat. Other reason connectives: so, if, then, for, unless • Select, generate and effectively use verbs • Use past tense for narrative, recount (e.g. diary, newspaper report, biography) and historical reports • Use present tense for non-chronological reports and persuasive adverts • Select, generate and effectively use nouns. 	<p>As above and:</p> <ul style="list-style-type: none"> • Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas • Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade • Write about real and fictional events • Write simple poems based on models • Edit and improve their own writing in relation to audience, purpose, composition and effect • Evaluate their writing with adults and peers • Proofread to check for errors in spelling, grammar and punctuation • Read aloud their writing with intonation to make the meaning clear, to a range of audiences 	<p>As above and:</p> <ul style="list-style-type: none"> • Segment spoken words into phonemes and represent these by graphemes, spelling many correctly • Learn new ways of spelling phonemes for which one or more spellings are already known • Learn some words with each spelling, including a few common homophones • Learn to spell common exception words (all Year 1 and 2) • Learn to spell more words with contracted forms • Distinguish between homophones and near-homophone • Add suffixes ness and er to create nouns e.g. happiness, sadness, teacher, baker • Select, generate and effectively use adjectives. • Add suffixes ful or less to create adjectives e.g. playful, careful, careless, hopeless • Use suffixes er and est to create adjectives e.g. faster, fastest, smaller, smallest • Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully • Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far 	<p>As above and:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another, leading in from the line and leading out as per the Handwriting Policy • use upper case letters appropriately e.g. not always writing A as a capital, not using capitals within words • write upper case letters of the correct size relative to lower case letters, in accordance with the Handwriting Policy • start using some of the diagonal and horizontal strokes needed to join letters

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Y3	<p>As above and:</p> <ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences Explore, identify and create complex sentences using a range of conjunctions e.g. if, while, since, after, before, so, although, until, in case Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually Use inverted commas to punctuate direct speech (speech marks) Use perfect form of verbs using have and had to indicate a completed action e.g. I <u>have</u> washed my hands. We will <u>have</u> eaten our lunch by the time Dad arrives. Jack <u>had</u> watched TV for over two hours! Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary Explore and collect words with prefixes super, anti, auto 	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing Discussing and recording ideas for planning Creating and developing settings for narratives Creating and developing characters for narrative Creating and developing plots based on a model Generating and selecting from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type Grouping related material into paragraphs Using headings and sub headings to organise information <p>Evaluate, and edit by:</p> <ul style="list-style-type: none"> Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing Discussing and proposing changes with partners and in small groups Improving writing in the light of evaluation <p>Perform their own compositions by:</p> <ul style="list-style-type: none"> Using appropriate intonation, tone and volume to present their writing to a group or class 	<p>As above and:</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them <p>§ Spell further homophones</p> <ul style="list-style-type: none"> Spell words that are often misspelt Use the first two letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Learn to encode new words correctly and have plenty of practice in spelling them. Understand how to place the apostrophe in words with regular plurals (e.g. girls', boys') Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. 	<p>As above and:</p> <ul style="list-style-type: none"> Form and use the four basic handwriting joins Write legibly

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Y4	<p>As above and:</p> <ul style="list-style-type: none"> • Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. • Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. • Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled. • Use commas to mark clauses in complex sentences • Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." • Identify, select and effectively use pronouns • Explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth. • Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it. • Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones 	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions • Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing • Discussing and recording ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan <p>Draft and write by:</p> <ul style="list-style-type: none"> • Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense • Planning and writing an opening paragraph which combines the introduction of a setting and character/s • Organising paragraphs in narrative and non-fiction • Linking ideas within paragraphs e.g. fronted adverbials for when and where • Generating and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration appropriate to text type <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing • Discussing and proposing changes with partners and in small groups • Improving writing in light of evaluation <p>Perform own compositions for different audiences</p> <ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a range of audiences. 	<p>As above and:</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them <p>§ Spell further homophones</p> <ul style="list-style-type: none"> • Spell words that are often misspelt • Use the first three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Learn to spell new words correctly and have plenty of practice in spelling them. • Understand how to place the apostrophe in words with irregular plurals (e.g. children's). • Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology 	<p>As above and:</p> <ul style="list-style-type: none"> • Write with consistency in size and proportion of letters, e.g. 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.

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Y5	<p>As above and:</p> <ul style="list-style-type: none"> • Create complex sentences by using relative clauses with pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved. • Create and punctuate complex sentences using ed openers • Create and punctuate complex sentences using ing openers • Create and punctuate complex sentences using simile starters • Demarcate complex sentences using commas and explore ambiguity of meaning • Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must • Use devices to build cohesion within a paragraph e.g. firstly, then, presently, subsequently • Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly • Identify and use brackets and dashes 	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience and purpose • Selecting the appropriate language and structures • Using similar writing models • Noting and developing ideas • Drawing on reading and research • Thinking how authors develop characters and settings (in books, films and performances) <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting <u>appropriate</u> grammar and vocabulary • Blending action, dialogue and description within and across paragraphs • Using devices to build cohesion (see VGP column) • Using organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of own and others' writing in relation to audience and purpose • Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning • Ensuring consistent and correct use of tense throughout a piece of writing • Ensuring consistent subject and verb agreement • Proofreading for spelling and punctuation errors <p>Perform own compositions for different audiences:</p> <ul style="list-style-type: none"> • Using appropriate intonation and volume • Adding movement • Ensuring meaning is clear 	<p>As above and:</p> <ul style="list-style-type: none"> • Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. • Use further prefixes and suffixes and understand the guidelines for adding them • Spell some words with 'silent' letters, e.g. knight, psalm, solemn • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • Use dictionaries to check the spelling and meaning of words • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus • Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs • Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over- 	<p>As above and:</p> <ul style="list-style-type: none"> • Write fluently • Choose when it is appropriate to print or join writing e.g. printing for labelling a scientific diagram

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Y6	<p>As above and:</p> <ul style="list-style-type: none"> Manipulate sentences to create particular effects Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then Use ellipsis to link ideas between paragraphs Identify and use colons to introduce a list Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up. Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark Punctuate bullet points consistently Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request Identify the subject and object of a sentence Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken 	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> Identifying the audience and purpose Choose appropriate text-form and type for all writing across the curriculum Selecting the appropriate language and structures Drawing on similar writing models, reading and research Using a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting <u>appropriate</u> vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, “It’s not fair!” Using devices to build cohesion (see VGP column) Deviating narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts Combining text-types to create hybrid texts e.g. persuasive speech Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing – e.g. repeated use of ‘and’ to convey tedium, one word sentence. Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader Use active and passive voice to achieve intended effects e.g. in formal reports, explanations and mystery narrative <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning Proofreading for grammatical, spelling and punctuation errors <p>Evaluate and improve performances of compositions focusing on:</p> <ul style="list-style-type: none"> Intonation and volume Gesture and movement Audience engagement 	<p>(see also the Lancashire Supporting Spelling document for further detail and advice)</p> <p>As above and:</p> <ul style="list-style-type: none"> Be secure with all spelling rules previously taught Write increasingly confidently, accurately and fluently, spelling with automaticity Use a number of different strategies interactively in order to spell correctly Develop self-checking and proof-checking strategies Use independent spelling strategies for spelling unfamiliar words 	<p>As above and:</p> <ul style="list-style-type: none"> Write with increasing speed Choosing the writing implement that is best suited for a task (e.g. quick notes, letters).