

# Key Skills in Writing

## **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.

Year Group	Composition		Transcription	
	Vocabulary, grammar and punctuation	Composition	Spelling <i>(see also the Lancashire Supporting Spelling document for further detail and advice)</i>	Handwriting
<b>Y4</b>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i></li> <li>▪ Create sentences with fronted <b>adverbials</b> for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></li> <li>▪ Create sentences with fronted <b>adverbials</b> for where e.g. <i>In the distance, a lone wolf howled.</i></li> <li>▪ Use commas to mark clauses in complex sentences</li> <li>▪ Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></li> <li>▪ Identify, select and effectively use <b>pronouns</b></li> <li>▪ Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i></li> <li>▪ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>.</li> </ul>	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>▪ Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions</li> <li>▪ Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing</li> <li>▪ Discussing and recording ideas for planning e.g. <i>story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan</i></li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>▪ Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense</li> <li>▪ Planning and writing an opening paragraph which combines the introduction of a setting and character/s</li> <li>▪ Organising paragraphs in narrative and non-fiction</li> <li>▪ Linking ideas within paragraphs e.g. <i>fronted <b>adverbials</b> for when and where</i></li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Use further prefixes and suffixes and understand how to add them</li> <li>▪ Spell further homophones</li> <li>▪ Spell words that are often misspelt</li> <li>▪ Use the first 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> <li>▪ Learn to spell new words correctly and have plenty of practice in spelling them.</li> <li>▪ Understand how to place the apostrophe in words with irregular plurals (e.g. children's).</li> <li>▪ Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Write with consistency in size and proportion of letters, e.g. <i>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</i></li> </ul>

	<ul style="list-style-type: none"><li>▪ Use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones</i></li></ul>	<ul style="list-style-type: none"><li>▪ Generating and select from vocabulary banks e.g. <i>powerful adverbs, <b>adverbial</b> phrases, technical language, persuasive phrases, alliteration</i> appropriate to text type</li></ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>▪ Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing</li><li>▪ Discussing and proposing changes with partners and in small groups</li><li>▪ Improving writing in light of evaluation</li></ul> <p>Perform own compositions for different audiences</p> <ul style="list-style-type: none"><li>▪ Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li></ul>		
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**Word lists**

Y3/4					
accident(ally)	circle	famous	island	peculiar	sentence
actual(ly)	complete	favourite	knowledge	perhaps	separate
address	consider	February	learn	popular	special
answer	continue	forward(s)	length	position	straight
appear	decide	fruit	library	possession(ion)	strange
arrive	describe	grammar	material	possible	strength
believe	different	group	medicine	potatoes	suppose
bicycle	difficult	guard	mention	pressure	surprise
breath	disappear	guide	minute	probably	therefore
breathe	early	heard	natural	promise	though/although
build	earth	heart	naughty	purpose	thought
busy/business	eight/eighth	height	notice	quarter	through
calendar	enough	history	occasional(ly)	question	various
caught	exercise	imagine	often	recent	weight
centre	experience	increase	opposite	regular	woman/women
century	experiment	important	ordinary	reign	
certain	extreme	interest	particular	remember	

