

Gisburn Road Community Primary School
Key Skills in WRITING

	Composition		Transcription	
	Vocabulary, grammar and punctuation	Composition	Spelling	handwriting
Year 1	<ul style="list-style-type: none"> ▪ 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 fullstops. ▪ Use capital letter for the personal pronoun. ▪ 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. <i>and</i>. ▪ Pluralise nouns using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>. ▪ Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i>. <p>Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>.</p>	<ul style="list-style-type: none"> ▪ Orally compose every sentence 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. <i>instructions, narratives, recounts, poems, information texts</i>. ▪ Discuss their writing with adults and peers. <p>Read aloud their writing to adults and peers.</p>	<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. ▪ Spell words containing each of the phonemes already taught. ▪ Be able to encode the sounds they hear in words. ▪ Be able to read back words they have spelt. ▪ Use their phonic knowledge when spelling unfamiliar words (<i>i.e. produce phonically plausible spellings</i>). ▪ Spell common exception words. ▪ Spell the days of the week. ▪ Use the spelling rule for adding -s or -es (<i>i.e. when the word has a /iz/ sound</i>). ▪ Use the prefix <i>un-</i> for words without any change to the spelling of the root word. ▪ Use suffixes <i>-ing, -ed, -er</i> and <i>-est</i> where no change is needed in the spelling of root words. ▪ Apply simple spelling rules and guidelines, as listed in Appendix 1 Supporting Spelling document. <p>Write from memory simple sentences dictated by the teacher that include words taught so far.</p>	<ul style="list-style-type: none"> ▪ Hold a pencil with an effective grip. ▪ Form lower-case letters correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i>. ▪ Have clear ascenders (<i>'tall letters'</i>) and descenders (<i>'tails'</i>). ▪ Form capital letters correctly.
Year 2	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Say, write and punctuate simple and 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Plan and discuss what to write about e.g. <i>story mapping</i>, 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Segment spoken words into phonemes 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Form lower-case letters

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<p>compound sentences using the connectives <i>and, but</i> and <i>or</i>.</p> <ul style="list-style-type: none"> ▪ Use sentences with different forms: statement, question, command, exclamation. ▪ Use commas to separate items in a list. ▪ Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i>. ▪ Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing</i>. Other time connectives: <i>while, as, before, after</i>. ▪ Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat</i>. Other reason connectives: <i>so, if, then, for, unless</i>. ▪ Select, generate and effectively use verbs. ▪ Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports. ▪ Use present tense for non-chronological reports and persuasive adverts. ▪ Select, generate and effectively use nouns. ▪ Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker</i>. ▪ Select, generate and effectively use adjectives. ▪ Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. ▪ Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>. 	<p><i>collecting new vocabulary, key words and ideas.</i></p> <ul style="list-style-type: none"> ▪ Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade</i>. ▪ Write about real and fictional events. ▪ Write simple poems based on models. ▪ Edit and improve their own writing in relation to audience and purpose. ▪ Evaluate their writing with adults and peers. ▪ Proofread to check for errors in spelling, grammar and punctuation. <p>Read aloud their writing with intonation to make the meaning clear.</p>	<p>and represent these by graphemes, spelling many correctly.</p> <ul style="list-style-type: none"> ▪ 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. ▪ Learn to spell more words with contracted forms. ▪ Distinguish between homophones and near-homophone. ▪ Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker</i>. ▪ Select, generate and effectively use adjectives. ▪ Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. ▪ Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. ▪ Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>. <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p>	<p>of the correct size relative to one another.</p> <ul style="list-style-type: none"> ▪ Use upper case letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i>. ▪ Write upper case letters of the correct size relative to lower case letters. ▪ Start using some of the diagonal and horizontal strokes needed to join letters.
<p>Year 3 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 	<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. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Use further prefixes and suffixes and understand how to add them. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Form and use the four basic handwriting joins.

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	<p>using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case</i>.</p> <ul style="list-style-type: none"> ▪ Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>. ▪ Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i>. ▪ Use inverted commas to punctuate direct speech (speech marks). ▪ Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!</i> ▪ Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>. ▪ Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. <p>Explore and collect words with prefixes <i>super, anti, auto</i>.</p>	<ul style="list-style-type: none"> ▪ 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. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> 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: Using appropriate intonation, tone and volume to present their writing to a group or class.</p>	<ul style="list-style-type: none"> ▪ Spell further homophones. ▪ 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 spell new words correctly and have plenty of practice in spelling them. ▪ Understand how to place the apostrophe in words with regular plurals (e.g. <i>girls', boys'</i>). ▪ Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. 	<ul style="list-style-type: none"> ▪ Write legibly.
<p>Year 4</p>	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain</i>. ▪ Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action</i>. ▪ Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled</i>. ▪ Use commas to mark clauses in complex sentences. ▪ 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> ▪ Identify, select and effectively use pronouns. 	<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. ▪ 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. <i>story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan</i>. <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. <i>fronted adverbials for</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Use further prefixes and suffixes and understand how to add them. ▪ Spell further homophones. ▪ 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. <i>children's</i>). 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ 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>.

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	<ul style="list-style-type: none"> ▪ Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i> ▪ 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>. <p>Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>.</p>	<p><i>when and where</i>.</p> <ul style="list-style-type: none"> ▪ Generating and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration</i> 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. 	<p>Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.</p>	
<p>Year 5</p>	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Create complex sentences by using relative clauses with pronouns <i>who, which, where, whose, when, that</i> e.g. <i>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.</i> ▪ Create and punctuate complex sentences using <i>ed</i> openers. ▪ Create and punctuate complex sentences using <i>ing</i> 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. <i>might, could, shall, will, must</i>. ▪ Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently</i>. ▪ Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly</i>. ▪ Identify and use brackets and dashes ▪ Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs. 	<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 appropriate 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. <i>headings, sub headings, bullet points, diagrams, text boxes</i>. <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. 	<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. <i>knight, psalm, solemn</i>. ▪ 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 <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs. ▪ Investigate verb prefixes e.g. <i>dis-, re-, pre-</i>, 	<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. <i>printing for labelling a scientific diagram</i>.

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	Investigate verb prefixes e.g. <i>dis-</i> , <i>re-</i> , <i>pre-</i> , <i>mis-</i> , <i>over-</i> .	Ensuring meaning is clear.	<i>mis-</i> , <i>over-</i> .	
Year 6	<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. <i>on the other hand</i>, <i>the opposing view</i>, <i>similarly</i>, <i>in contrast</i>, <i>although</i>, <i>additionally</i>, <i>another possibility</i>, <i>alternatively</i>, <i>as a consequence</i>. ▪ Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime</i>, <i>meanwhile</i>, <i>in due course</i>, <i>until then</i>. ▪ Use ellipses 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. <i>It is raining; I am fed up</i>. ▪ Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous</i>, <i>wicked</i>, <i>evil</i>, <i>impish</i>, <i>spiteful</i>, <i>well-behaved</i>. ▪ Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark</i>. ▪ 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>I broke the window in the greenhouse</i> versus <i>the window in the greenhouse was broken</i>. 	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> ▪ Identifying audience and purpose. ▪ Choose appropriate text-form and type for all writing. ▪ Selecting the appropriate language and structures. ▪ Drawing on similar writing models, reading and research. ▪ Using a range of planning approaches e.g. <i>storyboard</i>, <i>story mountain</i>, <i>discussion group</i>, <i>post-it notes</i>, <i>ICT story planning</i>. <p>Draft and write by:</p> <p>Selecting <i>appropriate</i> vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</p> <ul style="list-style-type: none"> ▪ Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs e.g. <i>Tom stomped into the room</i>, <i>flung down his grubby, school bag and announced</i>, <i>through gritted teeth</i>, <i>"It's not fair"</i> ▪ Using devices to build cohesion. ▪ Deviating narrative from linear or chronological sequence e.g. <i>flashbacks</i>, <i>simultaneous actions</i>, <i>time-shifts</i>. ▪ Combining text-types to create hybrid texts e.g. <i>persuasive speech</i>. ▪ 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. <i>repeated use of 'and' to convey tedium</i>, <i>one word sentence</i>. <p>▪ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions</i>, <i>direct address to the reader</i>.</p> <p>▪ Use active and passive voice to achieve intended effects e.g. <i>in formal reports</i>, <i>explanations</i> and <i>mystery narrative</i>.</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. <p>Use independent spelling strategies for spelling unfamiliar words.</p>	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Write with increasing speed. <p>Choosing the writing implement that is best suited for a task (e.g. <i>quick notes</i>, <i>letters</i>).</p>

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		<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. <p>Audience engagement.</p>		
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