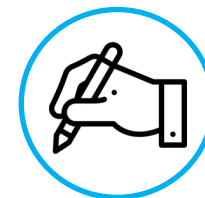


Writing - Year 3– knowledge & skills map

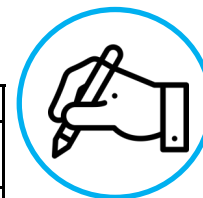


	Working towards the expected standard:	
3WT1	To rehearse ideas aloud and record these using a modelled planning format.	
3WT2	To follow the simple structure of the genre.	
3WT3	To make engaging word choices (<i>often reflecting the modelled writing or displays</i>).	
3WT4	To maintain the correct tense for the majority of a piece of writing.	
3WT5	To use a range of simple conjunctions.	
3WT6	To use pronouns to aid cohesion and to avoid repetition.	
3WT7	To use, mostly correctly, full stops,	
3WT8	capital letters,	
3WT9	question marks,	
3WT10	exclamation marks,	
3WT11	commas within lists.	
3WT12	To begin to add inverted commas to mark direct speech (<i>may not be consistent</i>).	
3WT13	To use 'a' or 'an' correctly most of the time.	
3WT14	To begin to use adverbs to add detail.	
3WT15	To begin to use prepositions to show place.	
3WT16	To correctly add ed and ing to root words, including following rules if appropriate (<i>e.g. turning y into i before ed</i>).	
3WT17	To use correct graphemes for the phonemes heard (<i>e.g. graphemes chosen are plausible, even if inaccurate</i>).	
3WT18	To begin to use joined handwriting.	

	Working at the expected standard:	
3WA1	To begin to use ideas from their own reading and modelled examples to plan writing.	
3WA2	To proof-read to check for errors and make improvements (<i>e.g. improve spellings, improve punctuation, respond to wish</i>).	
3WA3	To make ambitious word choices (<i>a thesaurus may or may not have been used</i>).	
3WA4	To begin to create settings in narratives.	
3WA5	To begin to describe characters in narratives.	
3WA6	To begin to organise their writing into paragraphs around a theme.	
3WA7	To maintain the correct tense throughout a piece of writing.	
3WA8	To use inverted commas around speech (<i>other speech punctuation rules may not have been followed correctly</i>).	
3WA9	To begin to use subordinate clauses.	
3WA10	To use adverbs and prepositions more frequently.	
3WA11	To sometimes use apostrophes to show singular possession correctly.	
3WA12	To use apostrophes to show contraction mostly correctly.	
3WA13	To use colons indicate a list in non-fiction.	
3WA14	To use at least two fronted adverbials.	
3WA15	To expand some noun phrases with the addition of adjectives.	
3WA16	To spell some words with prefixes correctly, e.g. irrelevant, auto -graph, in correct, dis obey, super star, re appear (<i>at least one example</i>).	
3WA17	To spell some words with suffixes correctly, e.g. usually, poisonous , adoration (<i>at least one example</i>).	
3WA18	To begin to spell basic homophones correctly, e.g. which/witch, too/to/two.	
3WA19	To use at least two of the Year 3 spelling words and spell these correctly.	
3WA20	To use a neat, joined handwriting style with increasing accuracy.	

	Working at greater depth within the expected standard:	
3GD1	To proof-read work independently (<i>e.g. there is evidence of purple polishing of spellings, punctuation or sentence structure before the work has been marked</i>).	
3GD2	To make deliberate ambitious word choices to add detail, effect and to engage the reader.	
3GD3	To create settings, characters and plot in narratives.	
3GD4	To include an example of progressive tense.	
3GD5	To include an example of perfect tense.	
3GD6	To begin sentences with subordinate clauses.	
3GD7	To use commas after fronted adverbials.	
3GD8	To use punctuate direct speech accurately (<i>inverted commas, capital letter to start, appropriate punctuation mark to end</i>).	
3GD9	To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	
3GD10	To use apostrophes accurately to show singular possession and contraction.	
3GD11	To spell most words with prefixes correctly.	
3GD12	To spell most words with suffixes correctly.	

Writing –Year 4 - knowledge & skills map

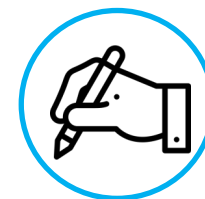


	<u>Working towards the expected standard:</u>	
4WT1	To use a consistent and appropriate structure in non-fiction texts.	
4WT2	To write narratives with a clear beginning, middle and end.	
4WT3	To proof-read and amend writing following instructions given in marking.	
4WT4	To create characters in narratives.	
4WT5	To create settings in narratives.	
4WT6	To mostly maintain accurate tense throughout a piece of writing.	
4WT7	To use Standard English verb inflections mostly accurately, e.g. 'we were' rather than 'we	
4WT8	To use, mostly correctly, full stops,	
4WT9	capital letters,	
4WT10	question marks,	
4WT11	exclamation marks,	
4WT12	commas within lists.	
4WT13	To begin to add inverted commas to mark direct speech (may not be consistent).	
4WT14	To use apostrophes for contraction mostly accurately.	
4WT15	To expand some noun phrases with the addition of adjectives.	
4WT16	To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition.	
4WT17	To use adverbs to add detail.	
4WT18	To use some fronted adverbials.	
4WT19	To spell basic homophones correctly, e.g. which/witch, too/to/two.	
4WT20	To begin to use joined handwriting.	

4WA	<u>Working at the expected standard:</u>	
4WA1	To proof-read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.	
4WA2	To create detailed settings in narrative.	
4WA3	To create detailed character in narrative.	
4WA4	To consistently organise their writing into paragraphs around a theme.	
4WA5	To make ambitious word choices (a thesaurus may or may not have been used).	
4WA6	To maintain an accurate tense throughout a piece of writing.	
4WA7	To use prepositional phrases to show place.	
4WA8	To use appropriate fronted adverbials.	
4WA9	To include at least two examples of subordinate clauses.	
4WA10	To expand noun phrases regularly.	
4WA11	To punctuate speech using inverted commas, capitals to start and punctuation to complete it (most of the time).	
4WA12	To use apostrophes for singular possession mostly correctly.	
4WA13	To use colons before lists in non-fiction.	
4WA14	To use a variety of prefixes.	
4WA15	To use a variety of suffixes.	
4WA16	To use at least two of the Year 3 and 4 statutory spelling words correctly.	
4WA17	To consistently use a neat, joined handwriting style.	

4GD	<u>Working at greater depth within the expected standard:</u>	
4GD1	To write with a well-paced structure (e.g. beginning/introduction is appropriate in length compared to the middle/main body).	
4GD2	To proof-read work independently (e.g. there is evidence of purple polishing of spellings, punctuation or sentence structure before the work has been marked).	
4GD3	To use BOOMTASTIC to develop atmosphere.	
4GD4	To expand noun phrases with the addition of prepositional phrases.	
4GD5	To vary the position of subordinate clauses.	
4GD6	To begin to use apostrophes for plural possession.	
4GD7	To use commas for clarity (e.g. after fronted adverbials or subordinate clauses).	
4GD8	To use brackets to add extra information.	
4GD9	To use all the necessary punctuation in direct speech, including using a new line for a new speaker.	
4GD10	To include an example of perfect tense.	
4GD11	To include an example of progressive tense.	
4GD12	To apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into writing (including suggested prefixes, suffixes, homophones and statutory spellings).	

Writing - Year 5 – knowledge & skills map

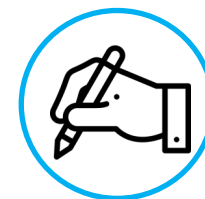


5WT	<u>Working towards the expected standard:</u>		
5WT1	To write with the purpose and audience in mind - with ideas that are usually sustained, well-paced and logical.		
5WT2	To select appropriate grammar and vocabulary to match the purpose and audience of their writing.		
5WT3	To describe settings and atmosphere to consciously engage the reader.		
5WT4	To describe characters to consciously engage the reader.		
5WT5	To create paragraphs that are usually suitably linked.		
5WT6	To expand noun phrases using adjectives.		
5WT7	To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion.		
5WT8	To use, mostly correctly: capital letters,		
5WT9	full stops,		
5WT10	question marks,		
5WT11	exclamation marks,		
5WT12	commas in a list,		
5WT13	apostrophes for contractions,		
5WT14	inverted commas.		
5WT15	To use co-ordinating conjunctions.		
5WT16	To use subordinating conjunctions.		
5WT17	To spell basic homophones correctly.		
5WT18	To include at least two words from the Year 3/4 spelling lists and spell these correctly.		
5WT19	To proof-read and amend writing following instructions given in marking.		
5WT20	To write legibly, fluently and with increasing speed.		

5WA	<u>Working at the expected standard:</u>		
5WA1	To correctly write formally or informally depending on the genre.		
5WA2	To proof-read work independently.		
5WA3	To use expanded noun phrases with prepositional phrases.		
5WA4	To use subordinate clauses at the beginning and end of sentences.		
5WA5	To use relative clauses beginning with a relative pronoun.		
5WA6	To use modal verbs to indicate degrees of possibility.		
5WA7	To use dialogue to convey a character and advance the action with increasing confidence.		
5WA8	To use prepositional phrases.		
5WA9	To punctuate speech using inverted commas, capitals to start, punctuation to complete it and a new line for a new speaker.		
5WA10	To use commas to clarify meaning or to avoid ambiguity mostly accurately.		
5WA11	To use a colon to punctuate a list in non-fiction.		
5WA12	To use apostrophes for singular and plural possession.		
5WA13	To use a variety of prefixes.		
5WA14	To use a variety of suffixes.		
5WA15	To include at least two words from the Year 5 spelling list and spell these correctly.		
5WA16	To use joined and neat handwriting fluently and with increasing speed.		

5GD	<u>Working at greater depth within the expected standard:</u>		
5GD1	To describe settings and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.		
5GD2	To describe characters with carefully chosen vocabulary to clarify meaning and create pace.		
5GD3	To consistently link ideas across paragraphs.		
5GD4	To use short sentences to build tension or to capture the reader's attention.		
5GD5	To use repetition to build tension or to capture the reader's attention.		
5GD6	To use BOOMTASTIC to develop atmosphere.		
5GD7	To embed relative clauses in sentences.		
5GD8	To use semi-colons to link items in a list or join clauses.		
5GD9	To use dashes or brackets to indicate parenthesis.		
5GD10	To include an example of progressive tense.		
5GD11	To include an example of perfect tense.		
5GD12	To spell most complex homophones correctly		
5GD13	To maintain excellent handwriting.		

Writing - Year 6 – knowledge & skills map



6WT	<u>Working towards the expected standard:</u>		
6WT1	To use paragraphs to organise ideas.		
6WT2	To describe character.		
6WT3	To describe setting.		
6WT4	To use some cohesive devices within sentences and across paragraphs (e.g. time connectives, adverbials, clear links between ideas).		
6WT5	To use different verb forms mostly accurately (e.g. progressive or perfect has been used; a shift in tense has been managed successfully or irregular		
6WT6	To use, mostly correctly,	full stops,	
6WT7		capital letters,	
6WT8		question marks,	
6WT9		exclamation marks,	
6WT10		commas within lists,	
6WT11		apostrophes for contraction.	
6WT12	To use co-ordinating conjunctions.		
6WT13	To use subordinating conjunctions.		
6WT14	To use examples of Year 3 and 4 spellings words. (This may be from the spelling list or by using their prefixes and suffixes – see English Appendix 1).		
6WT15	To include examples from the Year 5 and 6 spelling words.		
6WT16	To produce legible, joined handwriting.		

6WA	<u>Working at the expected standard:</u>		
6WA1	To create atmosphere.		
6WA2	To integrate dialogue to convey character and to advance the action.		
6WA3	To select vocabulary and grammatical structures that reflect the level of formality required mostly correctly.		
6WA4	To use passive verbs mostly appropriately.		
6WA5	To use modal verbs mostly appropriately.		
6WA6	To use inverted commas mostly correctly.		
6WA7	To use commas for clarity mostly correctly.		
6WA8	To make some correct use of colons.		
6WA9	To make some correct use of semi-colons.		
6WA10	To make some correct use of dashes.		
6WA11	To make some correct use of hyphens.		
6WA12	To use punctuation for parenthesis (brackets, dashes or commas) mostly correctly.		
6WA13	To make some correct use of apostrophes for possession.		
6WA14	To use subordinate clauses to open sentences.		
6WA15	To embed subordinate or relative clauses within sentences.		
6WA16	To end sentences with subordinate or relative clauses.		
6WA17	To use adverbial phrases.		
6WA18	To use expanded noun phrases.		
6WA19	To use prepositional phrases.		
6WA20	To include examples of the Year 6 spelling rules (e.g. ably/ibly, able/ible, i before e).		
6WA21	To maintain legibility, fluency and speed in handwriting through choosing whether or not to join		

6GD	<u>Working at greater depth within the expected standard:</u>		
6GD1	To manage shifts in formality by selecting vocabulary precisely.		
6GD2	To manage shifts in formality by manipulating grammatical structures.		
6GD3	To have used examples of every piece of punctuation taught at KS2.		
6GD4	To use semi-colons to mark the boundary between main clauses mostly correctly.		
6GD5	To use colons to mark the boundary between main clauses mostly correctly.		
6GD6	To include subjunctive mood.		
6GD7	To include progressive tense.		
6GD8	To include perfect tense.		
6GD9	To maintain excellent handwriting.		