

Writing Genre Skills Mapping

	Three	Four	Five	Six
Narrative/ descriptive	<p>Creating settings, characters and plot</p> <p>Extending range of sentences with more than one clause by using wider range of conjunctions including when, if, because, although.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Organising paragraphs around a theme</p>	<p>Creating settings, characters and plot</p> <p>Extending range of sentences with more than one clause by using wider range of conjunctions including when, if, because, although.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Organising paragraphs around a theme</p>	<p>Describing settings, characters and atmosphere and integrating dialogue to convey character and advance action</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Using modal verbs and adverbs to explain possibility</p> <p>Using a wide range or devices to build cohesion within and across paragraphs</p> <p>Devises to build cohesion including adverbials of time, place and number</p> <p>Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Using and punctuating direct speech (including punctuation within and surrounding inverted commas)</p>	<p>Describing settings, characters and atmosphere and integrating dialogue to convey character and advance action</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Using modal verbs and and adverbs to explain possibility</p> <p>Using a wide range or devices to build cohesion within and across paragraphs</p> <p>Further cohesive devices such as grammatical connections and adverbials</p> <p>Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Using and punctuating direct speech (including punctuation within and surrounding inverted commas)</p>

	Using and punctuating direct speech	Using and punctuating direct speech (including punctuation within and surrounding inverted commas)	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register Recognising vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms
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<p>Songs / Poetry</p>	<p>Discussing writing similar to that which they are planning to write, understand and learn from its structure, vocabulary and grammar</p> <p>Read their own writing aloud to a group or whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Discussing writing similar to that which they are planning to write understand and learn from its structure, vocabulary and grammar</p> <p>Read their own writing aloud to a group or whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Identifying the audience for and purpose of writing, selecting appropriate form and using other similar writing as models for their own</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear</p>	<p>Identifying the audience for and purpose of writing, selecting appropriate form and using other similar writing as models for their own</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear</p>
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	<p>Read their own writing aloud to a group or whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Taught word families based on common words</p> <p>Discussing and recording ideas</p>	<p>Read their own writing aloud to a group or whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Taught word families based on common words</p> <p>Discussing and recording ideas</p>	<p>enhance meaning</p> <p>Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear</p> <p>Recognising vocabulary and structures which are appropriate for formal speech and writing including subjunctive forms.</p> <p>Differences between informal and formal languages</p> <p>Noting and developing initial ideas drawing on reading and research</p>	<p>and enhance meaning</p> <p>Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear</p> <p>Recognising vocabulary and structures which are appropriate for formal speech and writing including subjunctive forms.</p> <p>Differences between informal and formal languages</p> <p>Noting and developing initial ideas drawing on reading and research</p>
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	<p>Composing and rehearsing sentences orally including dialogue, progressively building a rich and varied vocabulary and increasing range of sentence structures</p> <p>Discussing writing similar to that which they are planning to write in order to understand from its structure, vocabulary and grammar</p>	<p>Composing and rehearsing sentences orally including dialogue, progressively building a rich and varied vocabulary and increasing range of sentence structures</p> <p>Discussing writing similar to that which they are planning to write in order to understand from its structure, vocabulary and grammar</p>		
Persuasive	<p>Assessing the effectiveness of their own and others writing and suggesting improvements</p> <p>Discussing writing similar to that which they are planning to write in order to understand from its structure, vocabulary and grammar</p> <p>In non-narrative material using simple organisational devices</p>	<p>Assessing the effectiveness of their own and others writing and suggesting improvements</p> <p>Discussing writing similar to that which they are planning to write in order to understand from its structure, vocabulary and grammar</p> <p>In non-narrative material using</p>	<p>Assessing the effectiveness of their own and others writing and suggesting improvements</p> <p>Discussing writing similar to that which they are planning to write in order to understand from its structure, vocabulary and grammar</p> <p>Using further organisational and</p>	<p>Assessing the effectiveness of their own and others writing and suggesting improvements</p> <p>Discussing writing similar to that which they are planning to write in order to understand from its structure, vocabulary and grammar</p>

	Discussing writing similar to that which they are planning to write	<p>simple organisational devices</p> <p>Discussing writing similar to that which they are planning to write</p>	<p>presentational devices to structure text and to guide the reader</p> <p>Identifying audience for and purpose of writing, selecting appropriate form and using other similar writing as models for their own</p>	<p>Using further organisational and presentational devices to structure text and to guide the reader</p> <p>Identifying audience for and purpose of writing, selecting appropriate form and using other similar writing as models for their own</p>
Recount / letters and postcards	Using conjunctions, adverbs , preposition to express time and cause (and place)	Using conjunctions, adverbs , preposition to express time and cause (and place)	<p>Using expanded noun phrases to explain complicated information concisely.</p> <p>Using perfect form of verbs to mark relationships to mark time and clause</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p>	<p>Using expanded noun phrases to explain complicated information concisely.</p> <p>Using perfect form of verbs to mark relationships to mark time and clause</p> <p>Using hyphens to avoid ambiguity</p> <p>Using semi colons, colons and dashes to mark boundaries between independent clauses</p> <p>Using colons to introduce a list punctuating bullet points consistently</p> <p>Using relative clauses</p>

			Using relative clauses beginning with who, which, were, when, whose, that or with an implied (i.e. omitted relative pronoun)	beginning with who, which, were, when, whose, that or with an implied (i.e. omitted relative pronoun)
Non chronological	In non-narrative material, using simple organisational devices (headings and sub headings)	In non-narrative material, using simple organisational devices (headings and sub headings)	In non-narrative material, using further organisational and presentation devices to guide the reading	In non-narrative material, using further organisational and presentation devices to guide the reading
Instructions	Using conjunctions, adverbs, preposition to express time and cause (and place) Using imperative verbs	Using conjunctions, adverbs, preposition to express time and cause (and place) Using imperative verbs	Using expanded noun phrases to explain complicated information concisely. Using perfect form of verbs to mark relationships to mark time and clause Using brackets, dashes or commas to indicate parenthesis. Using commas to clarify meaning or avoid ambiguity in witting Using relative clauses beginning with who, which, were, when, whose, that or with an implied (i.e. omitted relative pronoun)	Using expanded noun phrases to explain complicated information concisely. Using perfect form of verbs to mark relationships to mark time and clause Using hyphens to avoid ambiguity Using semi colons, colons and dashes to mark boundaries between independent clauses Using colons to introduce a list punctuating bullet points consistently Using relative clauses beginning with who, which, were, when, whose, that or with an implied (i.e. omitted relative pronoun)

			Use a range of imperative verbs	
Play script	Discussing writing similar to that which they are planning to write, understand and learn from its structure, vocabulary and grammar	Discussing writing similar to that which they are planning to write understand and learn from its structure, vocabulary and grammar	Identifying the audience for and purpose of writing, selecting appropriate form and using other similar writing as models for their own	Identifying the audience for and purpose of writing, selecting appropriate form and using other similar writing as models for their own
			Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
			Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear	Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear
	Read their own writing aloud to a group or whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear	Read their own writing aloud to a group or whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear		

	In non-narrative material, using simple organisational devices (headings and sub headings)	In non-narrative material, using simple organisational devices (headings and sub headings)	In non-narrative material, using further organisational and presentation devices to guide the reading	In non-narrative material, using further organisational and presentation devices to guide the reading