

Parkwood Primary School Writing Knowledge and Skills



National Curriculum Aims:

All pupils:

- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing and spoken language
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

| FS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Spoken Language Knowledge | | | | | | |
| <ul style="list-style-type: none"> • Know why listening is important • Know how to listen carefully • Know what a question is • Know what a sentence is (who, what doing) • Know the word 'and' can be used to join ideas • Know the word 'because' can be used to add reasons • Know that spoken language can be used to aid thinking • Know that we change words we use dependent upon the time we are talking about (past, present, future) | <ul style="list-style-type: none"> • Know that conversations require listening and responses • Know that questions can be used to gain understanding and to find out more • Know that questions require a response • Know that words can be used to describe their immediate world and feelings • Know that different people will have different ideas when discussing a topic | <ul style="list-style-type: none"> • Know that questions can be used in conversations to find out more • Know that there may be alternative words that can be used • Know that different people will have different ideas when discussing a topic and that these are as valuable as their own ideas and opinions | <ul style="list-style-type: none"> • Know that responding appropriately is dependent upon who is involved in the conversation • Know that questions can be used, in relation to what they have heard or been presented with, to find out more • Know that vocabulary can be deliberately chosen for effect when speaking • Know that opinions can be challenged respectfully | <ul style="list-style-type: none"> • Know that responding appropriately is dependent upon who is involved in the conversation and where the conversation takes place • Know that words and phrases can be deliberately chosen for effect when speaking • Know that the ideas of others can be used to develop their own thinking | <ul style="list-style-type: none"> • Know that formal and informal language can be used in different situations, dependent upon audience and purpose • Know that deliberate choices can be made about vocabulary used in different situations, dependent upon audience and purpose • Know that effective discussions require questions to be asked, ideas to be challenged and the sharing of opinions and suggestions | <ul style="list-style-type: none"> • Know that deliberate choices may be made about the formality of language used in different situations, dependent upon audience, purpose and context • Know that deliberate choices can be made about vocabulary used in different situations, dependent upon audience, purpose and context |
| Spoken Language Skills | | | | | | |
| <ul style="list-style-type: none"> • Demonstrate listening skills with adults and peers in one-to-one situations or small | <ul style="list-style-type: none"> • Use Standard English when speaking, with guidance | <ul style="list-style-type: none"> • Use Standard English when speaking, with guidance | <ul style="list-style-type: none"> • Use Standard English when speaking with growing independence | <ul style="list-style-type: none"> • Use Standard English when speaking with growing independence | <ul style="list-style-type: none"> • Consistently use Standard English when speaking • Adjust language choices to become | <ul style="list-style-type: none"> • Consistently use Standard English when speaking • Make deliberate choices about the |

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| <p>groups (turn taking, eye contact, acknowledging what is said either verbally or non-verbally)</p> <ul style="list-style-type: none"> • Ask questions when they are not sure about something • Ask questions to find out more about their learning • Use complete sentences to communicate • Use 'and' to join ideas when speaking • Use 'because' to add reasons when speaking • Describe events they have experienced • Verbalise thought processes, explaining what they are doing and why • Use new vocabulary that reflects their experiences • Respond to and retell stories • Use the present, past and future tenses mostly accurately | <ul style="list-style-type: none"> • Demonstrate listening skills (turn taking, eye contact, acknowledging what is said verbally and non-verbally) and respond to adults and peers in conversations, both one-to-one and in small groups, in a range of situations • Ask questions when they are not sure about their learning • Ask questions that are linked to the topic being discussed • Respond to questions when asked • Use new vocabulary to describe their immediate world and feelings • State whether they agree or disagree with someone | <ul style="list-style-type: none"> • Demonstrate listening skills (turn taking, eye contact, acknowledging what is said verbally and non-verbally, monitoring the listener's interest) and respond to adults and peers in conversations, both one-to-one and in small groups, in a range of situations • Use questions in conversations to find out more • Suggest alternatives for simple vocabulary choices • Explain why they agree or disagree with someone | <ul style="list-style-type: none"> • Begin to change responses in a conversation dependent upon who is involved (language choices, volume of voice) • Use relevant questions, based on what they have heard or been presented with, in conversations to find out more • Use vocabulary encountered in stories/texts when speaking • Explain why they agree or disagree with someone, making reference to what they have said in their response | <ul style="list-style-type: none"> • Make decisions about how to respond in conversations dependent upon context (language choices, volume of voice) • Use words and phrases encountered in stories/texts for effect when speaking with growing accuracy • Make relevant points in a discussion, building upon the ideas of others to aid this | <p>more formal or informal in situations, dependent upon audience and purpose</p> <ul style="list-style-type: none"> • Make deliberate vocabulary choices when speaking to engage the listener dependent upon audience and purpose • During discussions, ask questions, challenge ideas with respect, give relevant opinions and offer suggestions, taking into consideration the ideas of others | <p>formality of the language they use dependent upon the audience, purpose and context of a situation</p> <ul style="list-style-type: none"> • Make deliberate vocabulary choices when speaking to engage the listener and maintain their interest, dependent upon audience, purpose and context • During discussions, ask questions, challenge ideas with respect, give relevant opinions and offer suggestions, making deliberate choices about when to use the ideas of others to support and/or build upon their own |
| FS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Transcription Knowledge (Spelling) *Spelling MTPs outline specific spelling rules and words to be taught. | | | | | | |

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| <ul style="list-style-type: none"> Know that sounds can be represented with letters | <ul style="list-style-type: none"> Know the names of letters in the alphabet Know that phonemes can be represented by more than one grapheme Know what a plural is | <ul style="list-style-type: none"> Know that, sometimes, there is not an obvious connection between how a word is said and the way it is spelled Know what an apostrophe is Know that an apostrophe can be used to contract (join) words and that the apostrophe takes the place of the missing letter(s) Know what a suffix is Know what a homophone is Know what a root word is | <ul style="list-style-type: none"> Know that a dictionary can be used to support with spelling Know that words in English have roots in ancient languages which impacts how they are spelled today (etymology) Know what a prefix is Know what a vowel is Know what a consonant is | <ul style="list-style-type: none"> Know what a regular plural is Know what an irregular plural is | <ul style="list-style-type: none"> Know what a 'silent' letter is Know that there are exceptions to spelling rules in the English language Know that a dictionary can be used to check spellings and meanings of words | <ul style="list-style-type: none"> Know that a thesaurus can be used to find synonyms Know that a thesaurus can be used to find antonyms |
| Transcription Skills (Spelling) | | | | | | |
| <ul style="list-style-type: none"> Identify individual sounds in words Select graphemes to represent sounds | <ul style="list-style-type: none"> Segment words to support with spelling Begin to make deliberate choices about the grapheme used to represent a phoneme Apply taught spelling rules in written work | <ul style="list-style-type: none"> Segment single-syllable and multi-syllabic words into phonemes and represent these with graphemes with increasing accuracy Apply phonics knowledge to spell words for which rules have not yet been learned Select, with growing accuracy, where to place the apostrophe when spelling the contracted form of words | <ul style="list-style-type: none"> Use the first two or three letters of a word to check its spelling in a dictionary Begin to make links between words to support with spelling familiar words, using knowledge of etymology Develop the use of knowledge of root words, suffixes and prefixes to spell familiar words (morphology) | <ul style="list-style-type: none"> Use knowledge of plurals to decide where to place a possessive apostrophe Make increasing links between words to support with spelling familiar words, using knowledge of etymology Use knowledge of root words, suffixes and prefixes to spell familiar words with increasing accuracy (morphology) | <ul style="list-style-type: none"> Begin to make increasing links between words to support with spelling both familiar and unfamiliar words, using knowledge of etymology Use knowledge to spell words with silent letters when writing Use the first three or four letters of a word to check spelling and/or meaning of words in a dictionary | <ul style="list-style-type: none"> Use a thesaurus to find synonyms Use a thesaurus to find antonyms Purposefully draw upon knowledge of morphology and etymology to spell familiar and unfamiliar words Apply taught spelling rules in written work |

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| FS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | | <ul style="list-style-type: none"> Begin to use knowledge of root words and suffixes to spell familiar words (morphology) Apply taught spelling rules in written work | <ul style="list-style-type: none"> Apply taught spelling rules in written work | <ul style="list-style-type: none"> Apply taught spelling rules in written work | <ul style="list-style-type: none"> Use knowledge of root words, suffixes and prefixes to spell familiar and unfamiliar words (morphology) Apply taught spelling rules in written work | |
| Transcription Knowledge (Handwriting) | | | | | | |
| *Nelson Handwriting MTPs outline specific letters and joins to be taught | | | | | | |
| <ul style="list-style-type: none"> Know what a capital letter is Know how to form capital letters Know how to form lower-case letters Know how to form capital letters Know that words and sentences are written from left to right Know how to hold a writing implement (tripod grip) Know how to sit at a table when handwriting (feet flat on the floor, sat up straight, resting arm on the table) | <ul style="list-style-type: none"> Know what a capital letter is Know how to form capital letters Know that some letters are formed in similar ways (handwriting 'families') Know that spaces are used between words | <ul style="list-style-type: none"> Know that ascenders are tall letters Know that descenders are letters that hang below the line Know some diagonal and horizontal strokes that are used to join letters Know that some letters are left unjoined (break letters) Know that spaces between words reflect the size of the letters | <ul style="list-style-type: none"> Know most of the diagonal and horizontal strokes used to join letters Know that some letters are left unjoined (break letters) | <ul style="list-style-type: none"> Know the diagonal and horizontal strokes used to join letters Know that some letters are left unjoined (break letters) | <ul style="list-style-type: none"> Know that the style and standard of handwriting can be adapted to suit the task (e.g. notes vs. published work) | <ul style="list-style-type: none"> Know that different writing implements are better-suited to different tasks Know when handwriting is best left unjoined (e.g. when writing an email address or filling in a form) |
| Transcription Skills (Handwriting) | | | | | | |
| <ul style="list-style-type: none"> Form capital letters correctly Form lower-case letters correctly Write words and sentences from left to right | <ul style="list-style-type: none"> Form capital letters correctly Form lower-case letters correctly Use knowledge of handwriting 'families' to form | <ul style="list-style-type: none"> Form ascenders and descenders correctly when writing Demonstrate some of the necessary strokes to join letters | <ul style="list-style-type: none"> Demonstrate most of the necessary strokes to join letters when writing independently Apply taught handwriting joins | <ul style="list-style-type: none"> Demonstrate the necessary strokes to join letters when writing independently Make choices about the spacing of letters and | <ul style="list-style-type: none"> Make deliberate choices about the standard and style of handwriting dependent upon the task Apply taught joins consistently and | <ul style="list-style-type: none"> Select writing implements dependent upon the task Make deliberate choices about whether to join handwriting |

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| <ul style="list-style-type: none"> Demonstrate and use the correct grip when holding a writing implement (tripod grip) Demonstrate and use the correct posture when writing (feet flat on the floor, sat up straight, resting arm on the table) | <p>lower-case letters correctly when writing</p> <ul style="list-style-type: none"> Leave spaces between words when writing phrases and sentences | <ul style="list-style-type: none"> Apply taught handwriting joins when writing Demonstrate understanding of break letters when writing words and sentences Leave appropriate spaces between words when writing phrases and sentences | <p>accurately when writing independently</p> | <p>words to improve the quality of their handwriting so that ascenders and descenders of letters for not to</p> <ul style="list-style-type: none"> Apply taught handwriting joins accurately and consistently when writing independently | <p>fluently when writing independently</p> | <ul style="list-style-type: none"> Apply taught joins consistently, fluently and with increasing speed when writing independently |
| FS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Composition Knowledge | | | | | | |
| <ul style="list-style-type: none"> Know that writing has a purpose and is used in everyday life Know that a sentence is a complete thought (who, what doing) Know that sentences they have written are meant to be read Know the importance of re-reading what has been written to check that it makes sense | <ul style="list-style-type: none"> Know that writing has a purpose and is used in everyday life Know that a sentence is a complete thought (who, what doing) Know the importance of saying a sentence out loud before writing it Know that sentences can be sequenced to make longer pieces of writing Know that writing can be shared Know the importance of re-reading what has been written to check that it makes sense | <ul style="list-style-type: none"> Know that different pieces of writing can have different purposes Know that writing can be about fictional (made-up) or real events Know the importance of planning what they will write, including key ideas and vocabulary they will use Know what editing is Know that writing should be checked for sense and accuracy (spelling, grammar and punctuation) Know that intonation can be used when reading their writing out loud to make meaning clear | <ul style="list-style-type: none"> Know that different pieces of writing can have different purposes and audiences Know that the structure and vocabulary of other pieces of writing can be used as inspiration for their own Know that planning helps to structure writing Know that paragraphs are used to organise writing (TIP TOP) Know the importance of using description to create characters and settings, including similes Know that headings and sub-headings can be | <ul style="list-style-type: none"> Know that different pieces of writing can have different purposes and audiences, and that this can influence decisions made when writing Know that the structure, vocabulary and grammar of other pieces of writing can be used as inspiration for their own Know that decisions about structure, grammar and vocabulary can be made during the planning stage Know that single and multi-clause sentences can be used to add variety to their writing Know the importance of | <ul style="list-style-type: none"> Know that different pieces of writing can have different audiences and purposes, and this influences decisions about form Know that the writing of others, reading and research can be used as inspiration for their own written pieces Know that choices can be made about grammar and vocabulary to enhance meaning Know the importance of using carefully chosen vocabulary to create and develop settings, characters and atmosphere Know that dialogue can be used to | <ul style="list-style-type: none"> Know that different pieces of writing can have different audiences and purposes, and this influences decisions about form and register Know that choices can be made about grammar and vocabulary to enhance and change meaning Know that dialogue can be used to convey character in narratives Know that dialogue can be used to advance action in narratives Know that different devices can be used within and across paragraphs to build cohesion Know how to evaluate the effectiveness of |

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| | | | <p>used to organise non-fiction writing</p> <ul style="list-style-type: none"> • Know how to evaluate their own writing against given success criteria • Know that writing should be checked for sense and accuracy (spelling, grammar and punctuation) • Know that intonation, tone and volume can be used when reading their writing out loud to make meaning clear | <p>using carefully chosen vocabulary to create characters and settings, including the use of similes</p> <ul style="list-style-type: none"> • Know what plot is • Know that that suspense can be created by withholding information from the reader • Know how to evaluate their own and other's writing against given success criteria • Know that writing should be checked for sense, accuracy and consistency (pronouns) • Know that intonation, tone and volume can be used when reading their writing out loud to make meaning clear | <p>convey character in narratives</p> <ul style="list-style-type: none"> • Know that different devices can be used within paragraphs to build cohesion • Know that decisions can be made about organisational and presentational devices to structure writing • Know how to evaluate the effectiveness of their own writing and other's writing, taking into consideration the genre, vocabulary, grammar and punctuation • Know that vocabulary, grammar and punctuation can be edited to enhance the impact upon the reader • Know that writing should be checked for sense, accuracy and consistency (tense, subject/verb agreement) • Know that, when performing their own compositions, intonation, volume and movement can be used to make meaning clear | <p>their own and other's writing, taking into consideration the genre, vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • Know that vocabulary, grammar and punctuation can be edited to enhance the impact upon the reader and clarify meaning • Know that writing should be checked for sense, accuracy, consistency (tense, subject/verb agreement) and register |
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| Composition Skills | | | | | | |
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| <ul style="list-style-type: none"> • Begin to talk about the purpose of their writing (e.g. shopping list) • Write short, simple sentences (who, what doing) • Share what they have written with peers and/or teacher(s) • Read their sentence out loud to check for sense | <ul style="list-style-type: none"> • Talk about the purpose of their writing • Discuss what they will write about and compose sentences out loud before writing • Write multiple, sequenced sentences to form short pieces of writing • Discuss and share their writing by reading it out loud clearly to their peers and teacher(s) • Re-read their writing to check for sense | <ul style="list-style-type: none"> • Talk about the purpose of their writing • Write across genres, both fiction and non-fiction, with increasing stamina • Plan what they will write about, either verbally or by noting key ideas and vocabulary • Re-read and evaluate their writing, checking for sense and accuracy • Make simple edits, where necessary, to sense and accuracy with support • Read their writing out loud, using intonation to make meaning clear | <ul style="list-style-type: none"> • Talk about the purpose and audience of their writing • Use the structure and vocabulary of other pieces of writing as inspiration for their own • Use given planning templates to structure their writing • Use paragraphs to organise their writing (TIP TOP) • Begin to make choices about vocabulary to create characters and settings • Use headings and sub-headings to organise their non-fiction writing • Evaluate their writing against given success criteria, suggesting what they did well and what they would like to improve upon • Re-read what they have written at regular intervals, checking for sense and accuracy, to make necessary edits • Read their writing out loud, with increasing | <ul style="list-style-type: none"> • Talk about the purpose and audience of their writing and begin to explain how this influenced decisions they made • Use the structure, vocabulary and grammar of other pieces of writing as inspiration for their own, discussing decisions made • Use the planning stage of the writing process to make decisions about structure, grammar and vocabulary, using given planning templates • Use single and multi-clause sentences to add variety to their writing and impact the reader, including using subordinate clauses at the beginning of a sentence • Make choices about vocabulary to create characters and settings, explaining their decisions • Begin to make choices about what to tell the reader in | <ul style="list-style-type: none"> • Discuss the purpose and audience of their writing, explaining how this has influenced decisions about form • Make decisions about what to use as inspiration for their own writing when considering the writing of others, reading and research • Make decisions about grammar and vocabulary, discussing how this enhances the meaning of their writing • Make choices about vocabulary to create and develop settings, characters and atmosphere • Use dialogue to convey character in narratives • Use different devices within paragraphs to build cohesion • Make decisions about organisational and presentational devices to structure their writing | <ul style="list-style-type: none"> • Discuss the purpose and audience of their writing, explain how this has influenced decisions about form and register • Make deliberate decisions about grammar and vocabulary to enhance and change meaning • Use dialogue to convey character in narratives • Use dialogue to advance action in narratives • Use different devices within and across paragraphs to build cohesion • Evaluate the effectiveness of their own and other's writing, taking into consideration the genre, vocabulary, grammar and punctuation in light of the audience and purpose • Evaluate the impact of vocabulary, grammar and punctuation with the reader in mind and ensuring meaning is clear, using this to make necessary edits |

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| | | | <p>awareness of intonation, tone and volume to make meaning clear</p> | <p>order to develop plot</p> <ul style="list-style-type: none"> Evaluate their own and other's writing against given success criteria to suggest and make improvements Re-read what they have written at regular intervals, checking for sense, accuracy and consistency (pronouns), to make necessary edits Read their writing out loud using intonation, tone and volume with increasing confidence to make meaning clear | <ul style="list-style-type: none"> Evaluate the effectiveness of their own writing and other's writing, taking into consideration genre, vocabulary, grammar and punctuation, explaining why choices are effective Make decisions about how to use vocabulary, grammar and punctuation with the reader in mind Check what they have written at regular intervals, checking for sense, accuracy and consistency (tense, subject/verb agreement), to make necessary edits Perform their own compositions using intonation, volume and movement confidently to make meaning clear | <ul style="list-style-type: none"> Check what they have written at regular intervals, checking for sense, accuracy, consistency (tense, subject/verb agreement) and register, to make necessary edits |
| FS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Vocabulary, Grammar and Punctuation Knowledge | | | | | | |
| <ul style="list-style-type: none"> Know that sentences start with a capital letter Know that sentences end with a full stop | <ul style="list-style-type: none"> Know that sentences start with a capital letter Know that sentences can end with a full stop | <ul style="list-style-type: none"> Know that sentences start with a capital letter Know that sentences can end with a full stop | <ul style="list-style-type: none"> Know what a main clause is Know what a conjunction is Know what a subordinating conjunction is (I SAW A WABUB) | <ul style="list-style-type: none"> Know what a pronoun is Know what a possessive pronoun is Know what a fronted adverbial is | <ul style="list-style-type: none"> Know what an expanded noun phrase is Know that expanded noun phrases can be used to convey | <ul style="list-style-type: none"> Know what the subject of a sentence is Know what the object of a sentence is Know what the passive voice is |

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| | <ul style="list-style-type: none"> • Know that words and clauses can be joined using 'and' • Know that questions end with a question mark • Know that exclamation marks are sometimes used to end sentences • Know that capital letters are used for names of people, places, the days of the week and the personal pronoun 'I' | <ul style="list-style-type: none"> • Know that questions end with a question mark • Know that exclamation marks are sometimes used to end sentences • Know that commas are used to separate items in a list • Know that apostrophes can be used to show possession (singular) • Know that sentences can take different forms: <ul style="list-style-type: none"> - statement - question - exclamation - command • Know what each of the different sentence types are: <ul style="list-style-type: none"> - statement - question - exclamation - command • Know what a noun is • Know what an adjective is • Know what an expanded noun phrase is • Know what a verb is • Know how to form the simple present tense | <ul style="list-style-type: none"> • Know what a subordinate clause is • Know what a co-ordinating conjunction is (BOA) • Know what the present perfect tense is • Know what an adverb is • Know what a preposition is • Know that inverted commas are used to show spoken words • Know what direct speech is • Know that 'an' is used when the next word begins with a vowel sound • Know that 'a' is used when the next word does not begin with a vowel sound | <ul style="list-style-type: none"> • Know that fronted adverbials are followed by a comma • Know what a determiner is • Know that apostrophes can be used to show possession (plural) • Know that a subordinate clause can come at the beginning of a sentence | <p>information concisely</p> <ul style="list-style-type: none"> • Know what a modal verb is • Know what a relative pronoun is (whom, whose, that, which, who, where, when) • Know what a relative clause is • Know what parenthesis is • Know that commas, brackets and dashes can be used to show parenthesis • Know what ambiguity is • Know what cohesion is • Know that colons can be used to introduce a list • Know that bullet points can be used to present a list | <ul style="list-style-type: none"> • Know what the active voice is • Know what a hyphen is • Know when semi-colons are used • Know when colons are used • Know that dashes can be used to mark the boundary between independent clauses • Know what ellipsis is |
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| | | <ul style="list-style-type: none"> • Know how to form the simple past tense • Know how to form the present progressive tense • Know how to form the past progressive tense • Know that detail can be added to sentences using words such as 'when', 'if', 'that', and 'because' • Know that sentences can be joined using words such as 'but', 'or', and 'and' • Know what an adverb is | | | | |
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| Vocabulary, Grammar and Punctuation Skills | | | | | | |
| <ul style="list-style-type: none"> • Start sentences with a capital letter • End sentences with a full stop | <ul style="list-style-type: none"> • Consistently start sentences with a capital letter • Consistently end sentences with a full stop (unless a question mark or exclamation mark is more appropriate) • Begin to use 'and' to join words and clauses • Use question marks to punctuate questions in their writing • Sometimes use exclamation marks to punctuate sentences | <ul style="list-style-type: none"> • Consistently start sentences with a capital letter • Consistently end sentences with a full stop (unless a question mark or exclamation mark is more appropriate) • Use question marks to punctuate questions in their writing • Use commas to separate items in a list in their writing • Use apostrophes to show possession (singular) in their writing | <ul style="list-style-type: none"> • Use subordinate clauses in writing • Use co-ordinating conjunctions to join main clauses in writing • Use the present perfect tense in writing • Use adverbs of time in writing • Use prepositions in writing to show where something is • Use inverted commas to show spoken words in writing • Use 'a' and 'an' correctly in writing | <ul style="list-style-type: none"> • Use pronouns in writing to avoid repetition and to clarify meaning • Use fronted adverbials (followed by a comma) in writing to show when or how something happened • Use apostrophes to show possession (plural) in their writing | <ul style="list-style-type: none"> • Use expanded noun phrases in writing to convey complicated information concisely • Use modal verbs in writing to indicate degrees of possibility • Use relative clauses in writing to add information to sentences • Use parenthesis, punctuated correctly, to add detail and information to sentences in writing | <ul style="list-style-type: none"> • Make choices about grammar and punctuation to influence the formality of a piece of writing • Use the passive voice to vary the presentation of information in sentences • Use hyphens to avoid ambiguity and make meaning clear • Use semi-colons in writing to mark the boundary between independent clauses • Use colons in writing to mark the |

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| | <ul style="list-style-type: none"> • Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I' in their writing | <ul style="list-style-type: none"> • Use exclamation marks to punctuate sentences, where appropriate • Use different sentence forms in their writing, punctuating these mostly correctly • Use expanded noun phrases in their writing to describe • Use the simple present tense in writing • Use the simple past tense in writing • Use the present progressive tense in writing • Use the past progressive tense in writing • Use words ('when', 'if', 'that', 'because') to add detail to sentences • Use words ('but', 'or', 'and') to join sentences • Use adverbs in writing | | | <ul style="list-style-type: none"> • Use commas to make meaning clear and avoid ambiguity • Make choices about cohesive devices in writing, within paragraphs, to ensure meaning is clear • Use colons to introduce a list • Use consistently punctuated bullet points to present items in a list | <p>boundary between independent clauses</p> <ul style="list-style-type: none"> • Use dashes in writing to mark the boundary between independent clauses • Use ellipsis to show missing information in writing • Make choices about cohesive devices in writing, within and across paragraphs, to ensure meaning is clear |
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