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

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		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
Using and punctuating direct speech	Using and punctuating direct speech (including punctuation within and surrounding inverted commas)		Recognising vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms

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

Biography	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
Diary/journalisti c	Using present perfect form of verbs in contrast to past tense	Using perfect form of verbs to mark relationships of time and cause Using relative clause beginning with; who, which, where, when, that or with an implied (omitted relative pronoun)	Verb prefixes Devises to build cohesion (including adverbials of time, place and number)	Using passive verbs to affect the presentation on information in a sentence. Differences in informal and formal language. Further cohesive devices such as grammatical connections and adverbials Précising longer passages
Discussion	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	Précising longer passages 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	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

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 Taught word families based on common words	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 Taught word families based on common words	enhance meaning Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear Recognising vocabulary and structures which are appropriate for formal speech and writing including subjunctive forms. Differences between informal and formal languages Noting and developing initial ideas drawing on reading and research	and enhance meaning Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear Recognising vocabulary and structures which are appropriate for formal speech and writing including subjunctive forms. Differences between informal and formal languages Noting and developing initial ideas drawing on reading and research
Discussing and recording ideas	Discussing and recording ideas		

	Composing and rehearsing sentences orally including dialogue, progressively building a rich and varied vocabulary and increasing range of sentence structures Discussing writing similar to that which they are planning to write in order to understand from its structure, vocabulary and grammar	Composing and rehearsing sentences orally including dialogue, progressively building a rich and varied vocabulary and increasing range of sentence structures Discussing writing similar to that which they are planning to write in order to understand from its structure, vocabulary and grammar		
Persuasive	Assessing the effectiveness of their own and others writing and suggesting improvements	Assessing the effectiveness of their own and others writing and suggesting improvements	Assessing the effectiveness of their own and others writing and suggesting improvements	Assessing the effectiveness of their own and others writing and suggesting improvements
	Discussing writing similar to that	Discussing writing similar to that		
	which they are planning to write in	which they are planning to write	Discussing writing similar to that	Discussing writing similar to
	order to understand from its structure, vocabulary and grammar	in order to understand from its structure, vocabulary and	which they are planning to write in order to understand from its	that which they are planning to write in order to understand
	Structure, vocabulary and granifilar	grammar	structure, vocabulary and grammar	from its structure, vocabulary
	In non-narrative material using	grammar	structure, vocabalary and grammar	and grammar

	Discussing writing similar to that which they are planning to write	simple organisational devices Discussing writing similar to that which they are planning to write	presentational devices to structure text and to guide the reader Identifying audience for and purpose of writing, selecting appropriate form and using other similar writing as models for their own	Using further organisational and presentational devices to structure text and to guide the reader Identifying audience for and purpose of writing, selecting appropriate form and using other similar writing as models for their own
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)	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 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)	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 conjunctions, adverbs, preposition to express time and cause (and place)	Using expanded noun phrases to explain complicated information concisely.	Using expanded noun phrases to explain complicated information concisely.
	Using imperative verbs	Using imperative verbs	Using perfect form of verbs to mark relationships to mark time and clause	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 hyphens to avoid ambiguity Using semi colons, colons and dashes to mark boundaries between independent clauses Using colons to introduce a list
			or avoid ambiguity in witting	punctuating bullet points consistently
			Using relative clauses beginning with who, which, were, when, whose, that or with an implied (i.e. omitted relative pronoun)	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)	ative material, using simple nal devices (headings and sub	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