



BOROUGH GREEN PRIMARY SCHOOL

Writing and SPaG Knowledge and Skills Map

Year Group	Sentence level knowledge and understanding	Punctuation	Word Level	Terminology
EYFS	<ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. Speak in sentence-like structures eg when talking in the Plan and Review sections of Plan-Do-Review Orally rehearse sentences and stories including the well-known refrains from fairy tales eg <i>Run, run as fast as you can</i> 	<ul style="list-style-type: none"> Some awareness of capital letters, full stops, exclamation and question marks Beginning to understand the difference between upper and lower case letters Separates words with spaces Capital letters for people's names sometimes used correctly 	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others Can write own name usually with a CL Can write or make (with magnetic letters for example) CVC words Use recently introduced vocabulary when talking 	<ul style="list-style-type: none"> Segment Digraph Trigraph Phoneme Grapheme Capital letter Full stop Exclamation mark Question mark
1	<ul style="list-style-type: none"> Sentence-like structures. Simple sentences in most writing. Consistently writes a short sequence of simple sentences independently to form short narratives. Can use ANY conjunction, (may only ever be 'and') to join 2 simple sentences Varied sentence openings. 	<ul style="list-style-type: none"> Increasing awareness of CL and full stops. Understanding of demarcating a sentence using a full stop. Understands the difference between upper and lower case letters. Separates words with spaces. Uses question marks, although might not be consistent. Capital letters for names and the personal pronoun I. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences 	<ul style="list-style-type: none"> Can write own name. Can distinguish between words and sentences. Can spell some common monosyllabic words correctly Can make recognisable attempts at spelling words not known (most decodable without child's help). Can usually use regular plural noun suffixes -s or -es (e.g. dogs, wishes) and understand the effects of this suffixes on meaning. Can use simple verb suffixes where no change is needed in the spelling of root words (e.g. helping, helped, helper) Understands how the prefix -un changes the meaning of verbs and 	<ul style="list-style-type: none"> Letter Capital letter Word Sentence Full stop Punctuation Question mark Exclamation mark Singular Plural Verb Noun



BOROUGH GREEN PRIMARY SCHOOL

Writing and SPaG Knowledge and Skills Map

			adjectives to show negation (unkind) or undoing (untie).	
2	<ul style="list-style-type: none">• Adverbial phrases and fronted time adverbials with commas• Can identify the functions of nouns, verbs, adjectives and adverbs.• Compound sentences (using coordinating conjunctions, e.g. and, but, or, so, then).• Limited subordinating conjunctions (e.g. when, after, before, because). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.• Correct and consistent use of tense in writing.• Varied sentence length.• Consistent tense (past and present) including the progressive form, person, time.• Subordinating conjunctions of time/reason (e.g. when, as, while, after, before, because, so that, if). Introduction to paragraphs as a way to group related material.	<ul style="list-style-type: none">• Usually uses capital letters and full stops consistently and accurately when punctuating sentences.• Mostly accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.• Accurate commas in lists.• Using punctuation accurately and appropriately to create effect.• Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name)	<ul style="list-style-type: none">• Can use simple phonic strategies when trying to spell unknown words (majority is decodable without child's help).• Can use interesting and ambitious words sometimes• Formation of nouns using suffixes such as -ness, -er and by compounding (e.g. whiteboard, superman)• Begins to show evidence of joining• Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).• Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs.• Can use adjectives, adverbs and descriptive phrases for detail and emphasis• Formation of adjectives using suffixes such as -ful, -less• Use of a or an according to whether the next word begins with a consonant or a vowel	<ul style="list-style-type: none">• Question• Adjective• Comma• Conjunction• Apostrophe• Adverb• Noun phrase• Statement• Exclamation• Command• Tense (past, present)• Opener• Compound• Suffix• Syllable• Imperative• Possess(ive)• Paragraph
3	<ul style="list-style-type: none">• Develop/extend ideas logically in a sequence of sentences.• Headings and subheadings to aid presentation.• Can extend sentences using a wider range of conjunctions to clarify	<ul style="list-style-type: none">• Introduction to inverted commas to punctuate direct speech. Consistently uses speech marks to signpost speech to the reader.• Use of inverted commas and other punctuation to indicate direct speech	<ul style="list-style-type: none">• Can use adjectives and adverbs for description• Can use interesting and varied word choices Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-)	<ul style="list-style-type: none">• Word family• Prefix• Consonant• Vowel



BOROUGH GREEN PRIMARY SCHOOL

Writing and SPaG Knowledge and Skills Map

	<p>relationships in time, reason and cause (e.g. when, because, if, after, while, also, as well, but, however).</p> <ul style="list-style-type: none"> Distinguishes between clauses, phrases and adverbials. Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) or prepositions (before, after, during, in, because of). Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of paragraphs to organise ideas around a theme. 	<p>(e.g. a comma after the reporting clause; end punctuation with inverted commas: <i>The conductor shouted, "Sit down!"</i>)</p> <ul style="list-style-type: none"> Accurately using apostrophes Apostrophes to mark plural possession (e.g. the girl's name, the girls' names) 	<ul style="list-style-type: none"> Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) Can use cursive script accurately and neatly, although may be slow Use of the present perfect form of verbs instead of simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>) The grammatical difference between plural and possessive -s. 	<ul style="list-style-type: none"> Inverted commas (speech marks) Direct speech Root word Preposition Conjunction Clause Subordinate clause Pronoun Possessive pronoun Phrase Word class Present perfect verb form
4	<ul style="list-style-type: none"> Purposefully varies sentence structures to add interest and impact to writing (e.g. short or one word sentences, longer descriptive sentences). Some complex sentences with correct punctuation (e.g. when/ as/ before/ after + commas). Deliberately uses clauses to add detail to sentences (who, which, where, when - usually in defining clauses without commas, e.g. <i>The person with the most important job was the fisherman who drove the boat.</i>) Fronted adverbials (e.g. <i>Later that day, I hear the bad news.</i>) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>) 	<ul style="list-style-type: none"> Direct and reported speech. Uses commas to signal grammatical boundaries (i.e. a comma is always included before every connective except "and" and "because"). Use of commas after fronted adverbials Brackets, dashes or commas to indicate parenthesis. Use of ellipsis to indicate a cliffhanger 	<ul style="list-style-type: none"> Can use generalising words for style (e.g. sometimes, never, always, often, in addition). Standard English forms of verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>) Can use the first 2 or 3 letters in a word to check in a dictionary 	<ul style="list-style-type: none"> Determiner Adverbial Fronted adverbial Bracket Dash Main clause Subordinating conjunction Co-ordinating conjunction Bullet points



BOROUGH GREEN PRIMARY SCHOOL

Writing and SPaG Knowledge and Skills Map

	<ul style="list-style-type: none"> Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). 			
5	<ul style="list-style-type: none"> Can use more sophisticated conjunctions (e.g. although, however, nevertheless). Range of complex sentences (e.g. adverbials at the start/in the middle of sentences; relative clauses inside commas; non-finite clauses with commas). Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. <i>he had seen her before</i>) Conditional sentences with commas. Variety of sentence structures (length, structure, subject). Varied verb forms (e.g. conditional - could/ would/ should). Layout devices (e.g. headings, subheadings, columns, bullet, tables) to structure text 	<ul style="list-style-type: none"> Correct use of speech in a range of situations. New speaker new line. Use of commas to clarify meaning or avoid ambiguity Varied punctuation used to create effect. Use of the semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of semicolons within lists Punctuation of bullet points to list information 	<ul style="list-style-type: none"> Can write in a clear, neat and legible cursive style. Can use interesting language to sustain and develop ideas. Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) Spell unfamiliar polysyllabic words accurately Can explain how words are related by meaning as synonyms and antonyms (e.g. big, large, little) 	<ul style="list-style-type: none"> Modal verb Relative pronoun Relative clause Parenthesis Subject Object Synonym Antonym Ellipsis Colon Semi-colon Hyphen Formal Informal Perfect tense
6	<ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast or as a consequence) and ellipsis. The difference between structures typical of informal speech and 	<ul style="list-style-type: none"> How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>) Full range of punctuation used accurately. 	<ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out - discover; ask for - request; go in - enter) Can write fluently in clear, joined script 	<ul style="list-style-type: none"> Active Passive Cohesive device Article Homonym Homophone Participle Finite verb



BOROUGH GREEN PRIMARY SCHOOL

Writing and SPaG Knowledge and Skills Map

	<p>structures appropriate for formal speech and writing (e.g. the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech).</p> <ul style="list-style-type: none">• Varied sentence length and word order.• Use of the passive to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken by me</i>).• Complex sentences including speech.	<ul style="list-style-type: none">• Uses a wide range of punctuation correctly with little or no omission.	<ul style="list-style-type: none">• Can select from a wide range of known imaginative and ambitious vocabulary and use precisely	<ul style="list-style-type: none">• Infinitive• Cohesion• Ambiguity• Semi-colon• Past Progressive tense• The subjunctive verb form
--	---	--	--	---