



Skills Map for Digital Literacy & Communication

English

'We read well, we write well, we listen well, we speak well in order to live life in all its fullness'

Writing

Year 1

Expected

Greater Depth

- Sequence sentences to form short narratives
- Punctuate sentences using a capital letter and full stop most of the time.
- Use conjunctions to join clauses 'and'
- Leave spaces between words
- Use a capital letter for the personal pronoun 'I'
- Use a capital letter for proper nouns mostly correctly
- Spell words containing each of the 40+ phonemes already taught mostly accurately.
- Show some accurate use of the -ing, -ed, -er, -est where no change is needed in the spelling of the root word
- Begin to form lower-case letters in the correct directions, starting and finishing in the right place.

- Link sentences together with increasing fluency to form a short narrative
- Consistently punctuate sentences correctly and capitalise proper nouns consistently and accurately
- Draw on stories they know to inform their language sentence structure in their writing.
- Re-read writing and make appropriate revisions so that the word choices are effective.

Year 2

Expected

Greater Depth

- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write about real events, recording these simply and clearly
- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- Use present and past tense mostly correctly and consistently
- Use co-ordination (but, and, or) and some subordination (when/if/that/because) to join clauses
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.
- Spell many common exception words
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflect the size of the letters.

- Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- Make simple additions, revisions, and proofreading corrections in their own writing.
- Use punctuation at KS1 mostly correctly
- Spell most common exception words
- Add suffixes to spell most words correctly in their writing (-ment/-ness/-ful/ -less/ -ly)
- Use diagonal and horizontal strokes needed to join some letters



Year 3

Expected

- Write effectively for a range of purposes and audiences, using appropriate language
- In narratives, develop settings characters and plot
- Include dialogue in narrative, punctuated with inverted commas
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when/if/because/although
- Use adverbs and prepositions to express time and cause
- In non-narrative writing, use simple organisational devices e.g headings/sub-headings.
- Begin to use accurate verb tenses and subject-verb agreement in pieces of writing.
- Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contractions and singular possession
- Accurately spell most of the words on the KS1 spelling list and some on the Y3/4 spelling list
- Apply the y3/4 spelling rules that have been taught, including accurately spelling words with some prefixes and suffixes and common homophones
- Use legible, joined handwriting.

Greater Depth

- Use sentences which enhance meaning through specific vocabulary and language choices
- Show some awareness of purpose through selection of relevant content in an attempt to interest the reader
- Begin to choose language used in dialogue to convey the character's thought and feelings effectively.

Year 4

Expected

- Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader
- In narratives, describe the settings and characters, using a range of descriptive devices
- Include correctly punctuated dialogue in narrative
- Show appropriate use of fronted adverbials, correctly including the appropriate use of the comma.
- Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions.
- Organise paragraphs around a theme and in non-fiction writing, use appropriate organisational devices.
- Choose noun or pronouns appropriately for clarity and cohesion
- Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing
- Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contractions and for both singular and plural possessions.

Greater Depth

- Develop ideas and events through some deliberate selection of phrases and vocabulary e.g. technical terminology, vivid language, word choice for emphasis
- Demonstrate conscious control of paragraphing to help shape the overall piece (e.g change of time, place, event)
- Use precise and effective noun phrases and adverbial phrases to expand sentences with awareness of impact on the reader.
- Choose language used in dialogue effectively to convey character's thoughts and feelings.



Year 5

Expected

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
- In narratives, describe the settings and characters and begin to describe the atmosphere through a selection of vocabulary and grammatical structures.
- Include dialogue within narratives to develop characters
- Use the grammatical structures taught in Year 5 appropriately for the audience and purpose of the text e.g. modal verbs, and adverbs to indicate degrees of possibility, relative clauses using a wide range of relative pronouns or an implied relative pronoun.
- Begin to manipulate sentence structure for effect.
- Use a range of devices to build cohesion within paragraphs. E.g pronouns, adverbials of time and place
- Ensure consistent and correct use of verb tenses and subject-verb agreement
- Use a range of punctuation mostly accurately including: parenthesis, brackets, dashes, ellipsis, hyphens, colons to introduce lists
- Accurately spell majority of words from the Y3/4 spelling list and apply rules throughout the curriculum
- Accurately spell some of the words from the Y5//6 spelling list and apply these spelling rules
- Use a dictionary to check the spelling or more uncommon words or ambitious vocabulary.
- Maintain legible, joined handwriting.

Greater Depth

- Manage shifts in viewpoint within a piece of writing with careful selection of language
- Create cohesion within and across paragraphs using a range of devices e.g. reference chains, adverbials of time, place and number and tense choices
- Manipulate language and sentence structure to alter/change the meaning, and explain the impact of their choices on the reader.
- Use the passive voice and active voice appropriately to control the level of formality of a piece of writing.
- Use a range of punctuation to enhance a meaning.

Year 6

Expected

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- In narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Use verb tenses consistently and correctly throughout their writing
- Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Maintain legibility in joined handwriting when writing at speed.

Greater Depth

- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- Distinguish between the language of speech and writing³ and choose the appropriate register
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.