

St. Luke's C of E (Aided) Primary School



Writing Knowledge Progression 2021-2022

SEPTEMBER 2021

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	<p>Develop their fine motor skills so that they can use tools for writing safely and confidently.</p> <p>Develop the foundations of an accurate, fast handwriting style.</p> <p>Form lower-case and capital letters correctly.</p> <p>Know how to write the taught letters.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters of an appropriate size.</p> <p>Form all digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' and practise these.</p> <p>Produce recognisable letters and words to convey meaning.</p> <p>Another person can read writing with some mediation.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of letters.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left un-joined.</p>	<p>Increase the legibility, consistency and quality of their joined handwriting style.</p>	<p>Begin to develop an individual handwriting style that is fast, neat, legible and of an appropriate size.</p>	<p>Maintain a neat, joined legible handwriting style while writing at pace.</p>
Spelling	<p>Listen to and hear the sounds in CVC, CVCC and CCVC words.</p>	<p>Spell words containing each of the phonemes taught.</p>	<p>Segment spoken words into phonemes and represent these by</p>	<p>Spell further homophones</p>	<p>Recognise and spell words with 'silent' letters.</p>	<p>Distinguish between homophones and near homophones.</p>	<p>Use knowledge of morphology and etymology in spelling and</p>

	<p>Recall and identify the taught GPCs and use these in writing.</p> <p>Spell some taught common exception/high frequency and familiar words.</p>	<p>Spell common exception words.</p> <p>Spell the days of the week.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Spell words with simple GPCs accurately.</p> <p>Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations.</p> <p>Use the spelling rule for adding -s or -es to create plurals.</p> <p>Use the prefix un-</p> <p>Use -ing, -ed, -er and -est where no change is needed in the spelling of root words.</p>	<p>graphemes spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling, including a few common homophones.</p> <p>Learn to spell common exception words.</p> <p>Distinguish between homophones and near-homophones when spelling.</p> <p>Use the possessive apostrophe for singular possession.</p> <p>Learn to spell more contracted words.</p> <p>Add suffixes to spell longer words, including: -ment, -ness, -ful, -less and -ly.</p> <p>Show awareness of silent letters in spellings, (k, w, g etc.)</p>	<p>Form nouns using prefixes</p> <p>Use an increasing range of prefixes and suffixes and understand how to add them. (including: super- anti-, auto- non-)</p>	<p>Use an increasing range of prefixes and suffixes and understand how to add them. (including: re- sub- de- inter- ex-)</p>	<p>Use verb prefixes</p> <p>Use an increasing range of prefixes and suffixes and understand how to add them. (including: -ate, -ise, -ify, dis-, de-, mis-, over- and un-)</p>	<p>understand that the spelling of some words must be learnt specifically.</p> <p>Use an increasing range of prefixes and suffixes and understand how to add them. (including: -ous, -able,</p>
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			Use -le ending as the most common spelling for this sound at the end of words.				
Transcription	Write letters corresponding to known sounds and taught GPC's.	Write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words taught so far.	Write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far.	Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.	Write from memory dictated sentence that include words and punctuation taught so far.	Write from memory increasingly complex dictated sentences using accurate spelling and punctuation.	Write from memory complex dictated sentences using accurate spelling and punctuation.
Purpose for writing	Child initiated writing, both in role and for a purpose. Write narratives about personal experiences and those of others (fictional and real life) Recount events. Write short poems	Use some of the characteristic features of the type of text studied. Write poetry. Recount events in more detail.	Use the characteristics of the type of text being studied. Write for a range of purposes including: recounts, narratives, non-fiction and poetry.	Identify the main features of a genre. Create characters and settings. Read and discuss writing of an equivalent text type to the one intended to write in order to understand the structure, vocabulary and grammar.	Use the main features of a genre in writing. Identify techniques used by authors to create characters and settings and replicate these. Read and understand writing of an equivalent text type to the one intended to write in order to replicate this with confidence.	Identify the audience for a piece of writing. Choose an appropriate style of writing for the text, noting the main features.	Identify a specific audience and show a change in writing style to reflect this, Choose the appropriate form of writing using the features identified in reading.
Imaginative Description	Use names of people, places and things. Describe what can be seen.	Use adjectives to add details. Use nouns and pronouns for variety.	Use adjectives that are well-chosen. Use adverbs for extra detail.	Create characters, settings and plots. Use a range of descriptive phrases including some collective nouns.	Use alliteration effectively. Use similes effectively.	Create vivid images by using alliteration, similes, metaphors and personification.	Interweave descriptions of characters, settings and atmosphere with dialogue.

	Describe things that are familiar.					Replicate techniques used by authors identified in reading to create characters, settings and plots.	
Organisation	Write using sentences.	Organise writing to match the purpose. Use the correct tense. Write about more than one idea. Writes leaving spaces between words.	Re-read writing to check it makes sense. Group related information.	Use organisational devices including headings and sub-headings. Use conjunctions to show a change in time. Use the perfect form of verbs to show relationships of time or cause. Organise paragraphs around a theme.	Sequence paragraphs Use conjunctions to shift attention, add suspense or shift the setting.	Write using a wide range of conjunctions to guide the reader. Ensure the correct tenses throughout a piece of writing. Write paragraphs that make sense when read alone. Write paragraphs that give the reader a sense of clarity.	Choose effective grammar and punctuation. Write cohesively and at length.
Planning	Think of and say a simple sentence. Write a simple sentence.	Say out loud what they will write about. Compose a sentence orally before writing.	Plan out loud what they are going to write about.	Compose sentences orally and rehearse these using a range of vocabulary and practising different sentence structures.	Discuss ideas before writing. Record ideas using simple notes.	Note and develop initial ideas following a structure.	Note and develop ideas drawing on reading and research where necessary.
Drafting	Think of, say and write sentences, sometimes using a capital letter and full-stop.	Sequence sentences to form short narratives. Sequence sentences to form other text types.	Write down ideas including key words and new vocabulary. Get across the point or idea they wish to make sentence by sentence.	Organise ideas around a theme. Draw on own planning for support.	Arrange writing according to own planning. Improve upon this where necessary.	Use planning as a basis for writing. Select appropriate grammar and vocabulary. Use a wide range of devices to build	Build writing from own planning, improving upon the level of detail. Select appropriate grammar and vocabulary, understanding how

						cohesion within and across paragraphs.	these choices can enhance meaning. Use further organisational and presentational devices to structure the text and guide the reader.
Editing	Check written work by reading it with an adult and making changes where necessary.	Discuss what they have written with the teacher and other pupils. Re-read and check it makes sense.	Evaluate their writing with the teacher and other pupils. Check for errors in known spelling, punctuation and grammar.	Assess the effectiveness of their own writing and make improvements. Make changes to vocabulary and punctuation to improve the consistency and flow of writing. Proofread for spelling and punctuation errors.	Assess the effectiveness of other's writing and suggest improvements. Proofread work to check for accuracy in tenses and the correct use of nouns and pronouns.	Assess effectiveness of their own and others writing and make or suggest improvements. Make changes in order to further clarify meaning. Ensure correct subject/verb agreement in sentences.	Ensure a consistent and correct use of tense at all times. Ensure consistency of singular and plurals. Re-draft work where needed.
Performing	Say a sentence.	Read writing aloud clearly enough to be heard by peers and their teacher.	Read aloud what they have written in a way which makes the meaning clear.	Read their own writing to a group or the whole class, using appropriate intonation and volume.	Read aloud to a class, using appropriate intonation, volume and paying attention to punctuation.	Perform their own compositions using appropriate expression and movement.	Perform compositions both reading aloud and from memory using appropriate expression, eye contact with the audience and movement to help convey full meaning.
Vocabulary	Talk about and respond to stories, rhymes and songs with actions,	Join words and clauses using 'and'.	Use expanded noun phrases to describe and specify.	Extend the range of sentences with more than one clause by using a	Choose nouns or pronouns appropriately for clarity and	Use a thesaurus accurately.	Use expanded noun phrases to convey complicated

	<p>recalling key events and innovation.</p> <p>Talk about elements of a topic using newly introduced vocabulary.</p> <p>Extending spoken sentences with conjunctions sometimes.</p>	<p>Use familiar adjectives to add detail.</p>	<p>Attempt some varied vocabulary and begin to vary sentence openings.</p>	<p>wider range of conjunctions.</p> <p>Use a dictionary accurately.</p>	<p>cohesion and to avoid repetition.</p>	<p>Use modal verbs or adverbs to indicate degrees of possibility.</p>	<p>information concisely.</p> <p>Use new vocabulary encountered through reading to extend personal repertoire and improve meaning in own writing.</p>
Grammar	<p>To begin to know sentences can be extended using a joining word.</p> <p>To begin to use a capital letter to begin a sentence and a full stop to end it.</p>	<p>Combine words to make sentences including using 'and'.</p> <p>Use capital letters and full stops to mark sentences.</p> <p>Use capital letters for names and the personal pronoun 'I'.</p>	<p>Use co-ordination (or, and, but)</p> <p>Use sentences with different forms: Statement, exclamation, questions, command.</p> <p>Use subordination (when, if, that, because)</p> <p>Use the present and past tenses correctly and consistently including the progressive form.</p> <p>Use adjectives and adverbs to add interest to simple sentences.</p> <p>Use some features of written standard English.</p>	<p>Use the present perfect form of verb in contrast to the past tense.</p> <p>Use the correct article (a, or an)</p> <p>Use word families based on common words.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use the present perfect form of verbs.</p>	<p>Use fronted adverbials.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Recognise and use a range of determiners.</p>	<p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use relative clauses beginning with relative pronouns as well as with implied relative pronouns.</p> <p>Use a range of cohesive devices including: adverbials of time, place and number.</p>	<p>Recognise the difference between formal and informal language including the use of the subjunctive form.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Recognise the difference between active and passive voice.</p> <p>Understand synonyms and antonyms.</p> <p>Use further cohesive devices to enhance meaning.</p>

Punctuation	Capital letters and full stops.	Begin to use question marks and exclamation marks.	Use apostrophes for omission. Use commas to show lists. Use apostrophes to show possession.	Use and punctuate direct speech using inverted commas.	Use a comma to accurately punctuate fronted adverbials. Indicate possession using the possessive apostrophe in singular and plural nouns.	Use commas to clarify meaning or avoid ambiguity in writing. Use brackets, dashes or commas to indicate parenthesis.	Use of ellipses. Use hyphens to avoid ambiguity. Use semi-colons, colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list. Punctuate bullet points.