

St Mary's Horsforth Catholic Voluntary Academy Knowledge Progression for Writing and SPaG

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth	
Composition		Can plan what they are going to write by saying it out loud. Can read own work out loud to check it makes sense. Can discuss what they have written with the teacher & other pupils.	Can plan or say out loud what they are going to write about. Can plan by writing down ideas and/or key words, including new vocabulary. Can encapsulate what they want to say, sentence by sentence. Can reread their work to check it makes sense. Can evaluate own work with the teacher & other pupils.	Discusses existing writing with a similar style to understand & learn from its structure, vocabulary and grammar. Uses methods to discuss & record ideas. Can write for a range of purposes and audiences. Writing style can be altered, appropriate to the audience. Writing has a clear beginning & end.	Beginning to create a setting, characters and plot.	Creates a setting, characters & plot. Organises writing to a suitable conclusion. Features of fiction and non-fiction are clearly developed.	<ul style="list-style-type: none"> Writes for a range of purposes and audiences. Describes settings and characters. Draws on ideas from reading to inform own writing. Audience established. Can extend writing over a series of lessons. 	<ul style="list-style-type: none"> Writes for a range of purposes and audiences (including writing a short story). The main features are present e.g. character, setting & atmosphere. Draws on ideas from reading to inform own writing. Appropriate tone (formal/informal). Can write at length, maintaining quality. 	<ul style="list-style-type: none"> Writes for a range of purposes and audiences (including writing a short story). Writing is manipulated & controlled to achieve intended effect & for a range of purposes & audiences.
Sentences / Grammar	Writes simple sentences.	Writes simple sentences. Joins words and clauses using 'and'	<ul style="list-style-type: none"> Uses sentences with different forms: command, statement, exclamation & question. Present and past tenses used correctly & consistently. Subordination (using when, if, that, because). Co-ordination (using or, and, but). Use of the progressive form of verbs in the present & past tense to mark actions in progress (She <u>is</u> drumming, he <u>was</u> shouting). Expanded noun phrases used to describe & specify (the blue butterfly). G.D. - Uses the full range of punctuation taught in KS1 mostly correctly. 	Accurate use of past and present tense. Beginning to use the present perfect form of verbs instead of simple past tense (e.g. He has gone out to play contrasted with He went out to play.) Sentences have different grammatical structures and lengths to show time, place & cause using: conjunctions (when, before, after, while, so, because), Adverbs (then, next, soon, therefore) & prepositions (before, after, during, in, because of).	Use fronted adverbials (e.g. Later that day, I heard the news.) Writes in different tenses including present perfect (e.g. He has downloaded). Noun phrases are expanded by the addition of modifying adjectives, nouns & preposition phrases (e.g. The teacher expanded to The strict maths teacher with curly hair.) Knows the difference between standard & non-standard English.	<ul style="list-style-type: none"> Consistent and correct use of tense. Using co-ordinating and subordinating conjunctions. Relative clauses (who, which, where, when, whose, that). Adverbs of possibility (perhaps, surely). Modal verbs (might, should, will, must). 	<ul style="list-style-type: none"> Writing in different tenses including present perfect: He <u>has</u> downloaded. The use of passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse vs. The window in the greenhouse was broken (by me). The use of question tags e.g. He's your friend, isn't he? Use of subjunctive forms such as If I <u>were</u> or <u>Were they</u> to come? Using passive and modal verbs appropriately. Selecting verb forms for meaning and effect. Using a wide range of clause structures, sometimes varying their position within the sentence. 		
Punctuation		Leaves appropriately sized spaces between words. Demarcates most sentences with capital letters and full stops. Beginning to use exclamation marks & question marks. Is beginning to use capital letters for names of people, places, the days of the week & the personal pronoun 'I'.	<ul style="list-style-type: none"> Demarcates most sentences with capital letters and full stops. Some use of question marks and exclamation marks. Can use commas for lists. Is learning how to use apostrophes for contracted forms and singular possession. Uses capital letters for names of people, places, the days of the week & the personal pronoun 'I'. 	<ul style="list-style-type: none"> Uses capital letters, full stops, question marks, exclamation marks. Uses commas for lists. Uses apostrophes for contraction mostly correctly. Uses an apostrophe for singular possession & is beginning to use an apostrophe for plural possession. Is beginning to use inverted commas (speech marks) for direct speech. 	<ul style="list-style-type: none"> Uses capital letters, full stops, question marks, exclamation marks. Uses commas for lists. Uses apostrophes for contraction mostly correctly. Uses apostrophes for plural and singular possession. Uses commas after fronted adverbials. Accurate use of inverted commas & other punctuation to indicate direct speech (e.g. a comma after the reporting clause & end punctuation within the inverted commas: The conductor shouted, "Sit down!") 	<ul style="list-style-type: none"> Uses capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly. Uses apostrophes for plural and singular possession. Creating atmosphere, and integrating dialogue to convey character and advance the action. Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. 	<ul style="list-style-type: none"> Uses inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly and making some correct use of semi-colons, colons, dashes and hyphens. Creating atmosphere, and integrating dialogue to convey character and advance the action. Select punctuation for effect & to enhance and clarify meaning. Punctuation of bullet points to list information. 		

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Structure & Organisation	They write simple sentences which can be read by themselves and others.	Understands that words can be combined to create sentences. Can sequence sentences to form a short narrative.	Can write sentences to show a sequence of events. Some features of a story are present. Can write lists.	Is starting to group ideas into paragraphs. Stories have a clear beginning and ending. Simple organisation devices are used such as headings and subheadings to aid presentation.	Uses paragraphs to organise ideas around a theme. Paragraphs are linked with an idea. Uses nouns and pronouns appropriately across paragraphs to aid cohesion & avoid repetition. Can use organisational devices in non-fiction (heading, subheadings, opening sentence, picture & caption).	<ul style="list-style-type: none"> Uses paragraphs to organise ideas. Uses some cohesive devices within and across sentences and paragraphs. Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) & number (<i>secondly</i>). Understand how structure can contribute to meaning & have an effect on the reader. Features of the text type used confidently. 	<ul style="list-style-type: none"> Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs. Strategies used for cohesion (<i>time connectives, time adverbials etc.</i>) Linking ideas across paragraphs with a range of cohesive devices e.g. repetition of a word/phrase, grammatical connections (<i>use of adverbials</i>) and ellipsis. Features of the text type are used consistently and accurately. 	<ul style="list-style-type: none"> Paragraphs deliberately shapes to present, withhold, expand, emphasise or develop material. Deliberate use of cohesive devices for effect.
Handwriting	Forms lower case letters in the correct direction, starting & finishing in the right place. Forms lower case letters of the correct size, relative to one another in some of their writing. Uses spaces between words.	Sits comfortably at a table, holding a pencil comfortably & correctly. Can form capital letters and the digits 0-9. Forming lower case letters in the correct direction, starting & finishing in the right place. Forming lower case letters of the correct size relative to one another in some of their writing. Using spacing between words. Understands which letters belong to which handwriting families.	Writing capital letters & digits of the correct size, orientation & relationship to one another & to lower case letters. Uses spaces between words which reflect the size of the letters. Using the diagonal & horizontal strokes needed to join letters in some of their writing. G.D - Using the diagonal & horizontal strokes needed to join letters in most of their writing.	Increased legibility, consistency & consistency of handwriting. Uses the diagonal & horizontal strokes that are needed to join letters & understand which letters, when adjacent to one another, are best left unjoined.	Producing legible, joined handwriting. Uses the diagonal & horizontal strokes that are needed to join letters & understand which letters, when adjacent to one another, are best left unjoined.	Producing legible, joined handwriting.	<ul style="list-style-type: none"> Maintains legibility, fluency and speed in handwriting though choosing whether or not to join specific letters. Write with sufficient speed and accuracy. Quality of handwriting is the same in all tasks. 	
Spelling	Segments spoken words into phonemes & represents these by graphemes, spellings some/many correctly (Nursery secure in phase 2, Reception secure in phase 4). Spells some/many Reception common exception words. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words.	Can name the letters of the alphabet in order. Uses letter names to distinguish between alternative spellings of the same sound. Segments spoken words into phonemes & represents these by graphemes, spelling some/many correctly (secure within phase 5). Can spell some/many common exception words (including R & Yr1 words). Can use -ing, -er & -est where no change is needed of the root word (e.g. helper)	Adding suffixes to spell some words correctly in their writing (-ment, -ful, -less, -ly). Segments spoken words into phonemes & represents these by graphemes, spelling many correctly (all KS1 sounds). Spelling many common exception words (including R, Yr1 & 2 words). Spells some words with contracted forms. Apply spelling rules and guidance as listed in English Appendix 1. G.D. - spells most common exception words (EYFS & KS1). Spells most contracted forms. Adds suffixes to spell most words correctly in their writing (-ment, -ful, -less, -ly).	Use of the forms a or an according to whether the next word begins with a consonant or vowel. Can spell further homophones. Spell words which are often misspelt (see English Appendix 1). Spells words as accurately as possible using knowledge of phonics & other knowledge of spelling including morphology & etymology. Use further prefixes and suffixes & understand how to add them (see English Appendix 1). Spell most words from the year 3/4 statutory spelling list.	<ul style="list-style-type: none"> Use knowledge of morphology & etymology in spelling & understand that the spelling of some of these words need to be learnt specifically as listed in English Appendix 1. Spell some words with silent letters. Continue to distinguish between homophones & other words which are often confused. Converting nouns or adjectives into verbs using suffixes e.g. -ate, -ise. Verb prefixes e.g. dis-, de-, mis-. The difference between vocabulary for formal and informal speech e.g. find out vs. discover. How words are related by meaning as synonyms & antonyms e.g. big, large, little. Spell most words from the year 3/4 statutory spelling list. Spell most words from the year 5/6 statutory spelling list. 			

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
Word Work		Can name & spell the days of the week. Knows how the prefix –un changes the meaning of verbs & adjectives (e.g. kind/unkind). Can use the spelling rules for adding –s or –es as the plural marker for nouns & the singular marker for verbs.	Verbs are used consistently and correctly to indicate time. The formation of nouns using suffixes such as –ness, –er & by compounding (whiteboard, superman). The formation of adjectives using suffixes (e.g. –er, –est, –ful, –less). The use of –ly to turn adjectives into adverbs. Uses some adjectives, verbs & adverbs to create interest. Draws on and uses new vocab from reading.	Can create word families based upon common words, showing how words are related in form & meaning (e.g. solve, solution, solver, dissolve, insoluble). Beginning to use pronouns accurately. Words used appropriate to the topic. Variety of adjectives, verbs & adverbs are used to create interest.	Uses standard English forms for 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>). Chooses nouns and pronouns appropriately for clarity & cohesion to avoid repetition. Creates interest through a variety of vocabulary choices.	<ul style="list-style-type: none"> Using different verb forms accurately. Understand how language contributes to meaning & the effect it has on the reader. Select vocabulary for effect & to clarify meaning. Sophisticated alternatives to verbs & adjectives. Formal and informal vocabulary used to suit the task. 	<ul style="list-style-type: none"> Selects vocabulary and grammatical structures that reflect the level of formality required mostly correctly. Uses adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision. Understand how language contributes to meaning & the effect it has on the reader. Figurative language is used to enhance meaning. 	<ul style="list-style-type: none"> Manages to shift between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures. Deliberate use of figurative language. Precise & adventurous vocabulary used.
Terminology		Letter, word, sentence, punctuation, capital letter, full stop, question, exclamation, singular, plural	Noun, noun phrase, statement, command, question, exclamation, compound, suffix, adjective, verb, adverb, tense (present & past), apostrophe, comma	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (speech marks)	Determiner, pronoun, possessive pronoun, adverbial, fronted adverbial, possession, singular, plural, present perfect, inverted commas (speech marks)	Modal verb (must, might, should, will), relative pronoun, relative clause (who, where, which, when, whose, that), parenthesis, bracket, dash, cohesion, ambiguity	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	Understands and can use the terminology from all previous year groups
Text types / Activities		Hears, share and discuss a wide range of high quality books to develop a love of reading & broaden their vocabulary. Listen to & discuss a wide range of poems & stories including non-fiction at a level beyond that at which they can read independently. Learn to appreciate rhymes & poems & to recite some by heart. Write about personal experiences & the experiences of others (real & fictional) Write about real events. Write poems. Take part in drama and role play to contribute to the quality of writing. Proof read to check for errors in spelling, grammar and punctuation.		<ul style="list-style-type: none"> Assess the effectiveness of their own & others' writing. Can suggest improvements. Proof read for spelling & punctuation errors. Uses the first 2/3 letters of a word to check its spelling in a dictionary & to check the meaning of words. Can read, reread & rehearse poems & plays for presentation & performance. This gives the opportunity to discuss language & vocab, extending their interest in the meaning & origin of words. An increasing familiarity with a wide range of books including fairy stories, myths & legends. Identifies themes & conventions in a wide range of books. 		<ul style="list-style-type: none"> Summarise longer passages of writing. Assess the effectiveness of their own & others' writing. Can suggest improvements. Proof read for spelling & punctuation errors. Use dictionaries to check the spelling and meaning of words. Use a thesaurus. Learn a wider range of poetry by heart / prepare poems & plays to read aloud & perform showing understanding through intonation, tone and volume. Familiarity with a wider range of text types including myths, legends, traditional stories, modern fiction, fiction from our literary heritage & books from other cultures & traditions. Make comparisons within & across books. In narratives, describe settings, characters & atmosphere, integrating dialogue to convey character & advance the action. 		Knows how to use contents and indexes to locate information.