

Misterton Primary and Nursery School – English Writing Progression in Knowledge

Key Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole Word Spelling	Know how to use their phonic knowledge to write words in ways which match their spoken sounds. Know how to read individual letters by saying the sounds for them. Know how to say a sound for each letter in the alphabet and at least 10 digraphs. Know how to read some letter groups that each represent one sound and say sounds for them e.g th, sh, ch, ee, igh Know how to write some irregular common words. Know how to spell words by identifying sounds in them and representing the same letters.	Know how to spell: words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es using the prefix un– using –ing, –ed, –er and –est	Know how to spell: segmenting spoken words into phonemes and representing these by graphemes, learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) distinguishing between homophones and near-homophones add suffixes to spell longer words	Know how to spell: • spell further homophones • spell words that are often misspelt • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals • use the first 2 letters of a word to check its spelling in a dictionary	Know how to: • spell further homophones • spell words that are often misspelt • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with irregular plurals • use the first 3 letters of a word to check its spelling in a dictionary	Know how to spell: some words with ‘silent’ letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt. • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus	Know how to: • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology(structure) and etymology(origin) in spelling and understand that the spelling of some words needs to be learnt specifically • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus

			including –ment, –ness, –ful, –less, –ly				
Transcription		Know how to memorise a simple sentence.	Know how to memorize and write a simple sentence with punctuation.	Know how to write sentences from memory, that include words and punctuation taught so far.	Know how to write complex sentences, that include words and punctuation taught so far.		
Handwriting	Know how to write recognisable letters, most of which are correctly formed. Know how to form lower-case and capital letters correctly.	Know how to form letters: sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place - form capital letters - form digits 0-9 - understand which letters belong to which handwriting ‘families’ and to practise these	Know how to form letters: form lower-case letters of the correct size relative to one another - start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined - write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters - use spacing between words that reflects the size of the letters	Know how to form letters: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined increase the legibility, consistency and quality of their handwriting,	Know how to form letters: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined increase the legibility, consistency and quality of their handwriting,	Know how to form letters: write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task	Know how to form letters: write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task
		Know how to write about real events.	Know how to write narratives about	Know how to discuss writing similar to that	Know how to discuss writing similar to that	Know how to identify the audience for and purpose of the writing,	Know how to identify the audience for and purpose of the writing,

Contexts for Writing			personal experiences and those of others. Know how to write about real events. Know how to write poetry. Know how to write for different purposes.	which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	selecting the appropriate form and using other similar writing as models for their own. Know how in writing narratives, the authors have developed characters and settings in what pupils have read, listened to or seen performed.	selecting the appropriate form and using other similar writing as models for their own. Know how in writing narratives, the authors have developed characters and settings in what pupils have read, listened to or seen performed.
Planning Writing	Know how to say out loud what they are going to write about.	Know how to explain what you are going to write about by composing a sentence orally before writing it.	Know how to plan or say out loud what they are going to write about.	Know how to discuss and record ideas Know how to compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures	Know how to discuss and record ideas Know how to compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures	Know how to identify the audience for and purpose of the writing, selecting appropriate form. Know how to use note and develop initial ideas, drawing on reading and research. Know that they need to consider how the author has developed character and setting	Know how to identify the audience for and purpose of the writing, selecting appropriate form. Know how to use note and develop initial ideas, drawing on reading and research. Know that they need to consider how the author has developed character and setting
Drafting Writing	Know how to write simple sentences which can be read by themselves and others. Know how to write short sentences with words with known sound- letter correspondence using	Know how to sequence sentences to form short narratives. Know how to re-reading what they have written to check that it makes sense.	Know how to write ideas and/or key words, including new vocabulary. Know how to encapsulate what they want to say, sentence by sentence.	Know how to begin to organise paragraphs around a theme. Know how in narratives, begin to create settings, characters and plot. Know how to begin to use simple	Know how to organise paragraphs around a theme. Know how in narratives, create settings, characters and plot. Know how to use simple organisational	Know how to select appropriate grammar and vocabulary. Know how, in narratives, to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Know how to précis longer passages.	Know how to select appropriate grammar and vocabulary. Know how, in narratives, to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Know how to précis longer passages.

	a capital letter and a full stop.			organisational devices in factual text.	devices in factual text.	Know how to use a wide range of devices to build cohesion within and across paragraphs. Know how to use further organisational and presentational devices to structure text and to guide the reader.	Know how to use a wide range of devices to build cohesion within and across paragraphs. Know how to use further organisational and presentational devices to structure text and to guide the reader.
Editing Writing	Know how to re-read what they have written to check that it makes sense	Know how to discuss what they have written with the teacher or other pupils.	Know how to evaluate their writing with the teacher and other pupils. Know how to rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently. Know how to proof read to check for errors in spelling, grammar and punctuation.	Know how to begin to assess the effectiveness of their own and others' writing and suggesting improvements. Know how to begin to propose changes to grammar and vocabulary to improve consistency. Know how to begin to proof read for spelling and punctuation errors.	Know how to assess the effectiveness of their own and others' writing and suggesting improvements. Know how to propose changes to grammar and vocabulary to improve consistency Know how to proof read for spelling and punctuation errors.	Know how to begin to assess the effectiveness of their own and others' writing. Know how to begin to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Know how to ensure the consistent and correct use of tense throughout a piece of writing. Know how to ensure correct subject and verb agreement when using singular and plural. Know how to proof read for spelling and punctuation errors.	Know how to assess the effectiveness of their own and others' writing. Know how to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ensuring the consistent and correct use of tense throughout a piece of writing Know how to ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the most appropriate.

							Know how to proof read for spelling and punctuation errors.
Performing Writing	Know how to speak in sentences, using the teacher as a model.	Know how to read their writing aloud clearly enough to be heard by their peers and the teacher.	Know how to read aloud what they have written with appropriate intonation to make the meaning clear.	Know how to read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Know how to read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Know how to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Know how to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	Know that the vocabulary is focused on objects and people that are of particular importance to them. Know that their vocabulary builds on and reflects the breadth of their experiences. Know that they can use language to imagine and recreate roles and experiences in play situations. Know how to extend vocabulary, especially by grouping and naming, exploring the meaning and Purpose and Structure sounds of new words	Know that spaces are left between words. Know that "and" joins clauses.	Know that expanded noun phrases describe an object/person. Know that conjunctions are used to join clauses.	Know how to extend the range of sentences with more than one clause by using a wider range of conjunctions. Know how to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Know how use conjunctions, adverbs and prepositions to express time and cause (and place).	Know how to extend the range of sentences with more than one clause by using a wider range of conjunctions. Know how to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Know how to use a thesaurus. Know how to use expanded noun phrases to convey complicated information concisely. Know how to use modal verbs or adverbs to indicate degrees of possibility.	Know how to use a thesaurus. Know how to use expanded noun phrases to convey complicated information concisely. Know how to use modal verbs or adverbs to indicate degrees of possibility.

Grammar	Know how to understand and use of spoken language. Know how to use finger spaces. Know that full stops are used at the end of a sentence and capital letters are used at the start of a sentence.	Know how to spell regular plural noun suffixes (-s, -es) Know how to change verb suffixes where root word is unchanged (-ing, -ed, -er) Know how to add un-prefix to change meaning of adjectives/adverbs. Know how to combine words to make sentences. Know how to sequence sentences to form short narratives. Know how to separate words with spaces. Know how to demark a sentence with !? . Know how to use capital letters for names and pronoun 'I'.	Know that there are sentences with different forms: statement, question, exclamation and command. Know how to use the present and past tenses correctly and consistently including the progressive form. Know how to use subordination and coordination conjunctions. Know how to use some features of written Standard English. Know to add suffixes to form new words. Know how to use . ! ? CL, commas in lists and apostrophes for omission & singular possession.	Know how to use the present perfect form of verbs in contrast to the past tense. Know how to form nouns using prefixes. Know how to use the correct form of 'a' or 'an' . Know that word families are based on common words.	Know how to use fronted adverbials. Know that there is a difference between plural and possessive –s. Know how to write the standard English verb inflections (I did vs I done). Know how to write extended noun phrases, including with prepositions. Know how to make the most appropriate choice of pronoun or noun to create cohesion.	Know how to use the perfect form of verbs to mark relationships of time and cause. Know how using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. Know how to convert nouns or adjectives into verbs. Know how to add prefixes to verbs. Know how to use devices to build cohesion, including adverbials of time, place and number. Know how to use expanded noun phrases to convey information concisely. Know to use an ellipsis.	Know how to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Know how to use passive verbs to affect the presentation of information in a sentence. Know how to use the perfect form of verbs to mark relationships of time and cause. Know that there are differences in informal and formal language. Know that there are synonyms & antonyms. Know how to use further cohesive devices such as grammatical connections and adverbials.
Punctuation		Know how to begin to punctuate sentences using a capital letter and a full stop, question	Know how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation	Know how to use the full range of punctuation from previous year groups.	Know how to use commas after fronted adverbials. Know how to indicate possession	Know how to use commas to clarify meaning or avoid ambiguity in writing,	Know how to use hyphens to avoid ambiguity. Know how to use semicolons, colons or

		mark or exclamation mark. Know how to use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).	Know how to use and punctuate direct speech.	by using the possessive apostrophe with singular and plural nouns. Know how to use and punctuating direct speech.	Know how to use brackets, dashes or commas to indicate parenthesis.	dashes to mark boundaries between independent clauses. Know how to use a colon to introduce a list punctuating bullet points consistently.
Grammatical Terminology	To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial. To recognise fronted adverbials.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, hyphen, colon, semi-colon and bullet points.