

Progression of Knowledge Writing Vocabulary, Grammar and Punctuation



Planning writing and editing	EYFS Three and Four-Year-Olds Reception Early Learning Goals	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p> <p>Know and learn new vocabulary.</p> <p>Know and articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Know that talk will help work out problems and organise thinking and activities, explain how things work and why they might happen.</p>	<p>To know : what they are going to write about and compose a sentence orally before writing it.</p> <p>the sequence of sentences to form short narratives.</p> <p>what they have written and discuss this with the teacher or other pupils.</p> <p>that their writing makes sense and to independently begin to make changes.</p> <p>when reading their writing aloud they read clearly enough to be heard by their peers and the teacher.</p> <p>that adjectives are used for description.</p>	<p>To know that narratives about personal experiences and those of others (real and fictional) follow a structure.</p> <p>To know some poems and know that descriptive language is used to write poems.</p> <p>To write about real events.</p> <p>To know that writing a plan will help them to form their ideas and make note of key vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To know that they can improve their writing by careful editing, making simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To know that they can improve their writing by rereading to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To know how to spell key words and new vocabulary and proofread to check for errors in spelling, and grammar and punctuation. (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>To know that they can use models to plan their own writing.</p> <p>To know they can use ideas from their own reading and modelled examples to plan their writing.</p> <p>To know that proof reading their own and others' work will check for errors (with increasing accuracy) and make improvements.</p> <p>To know that a paragraph is used to group related points together and to organise writing around a theme.</p> <p>To know that rehearsing sentences orally helps them to compose good sentences, including dialogue.</p>	<p>To know how to: compose and rehearse sentences orally (including dialogue),</p> <p>To know a rich and varied range of vocabulary.</p> <p>To know sentences can be structured in different ways.</p> <p>To know that paragraphs are organised around a theme in order to add cohesion and to aid the reader.</p> <p>To know correct grammar and punctuation and spelling in order to amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</p>	<p>To know the purpose and audience of their writing.</p> <p>To know the appropriate form for their writing.</p> <p>To recognise how other authors have used vocabulary, grammar and structure in texts they study.</p> <p>To recognise, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To know that precision is achieved through précising longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To know that conjunctions and adverbials link ideas across paragraphs.</p> <p>To know how effective their writing is and to make necessary corrections and improvements.</p>	<p>To know how to: note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To know a range of organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To know a wide range of devices to build cohesion within and across paragraphs.</p> <p>To know the importance of proofreading for spelling and punctuation errors.</p> <p>To know changes to vocabulary, grammar and punctuation can enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>

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	<p>Know they can listen and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Know new vocabulary and use in different contexts.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Know they can re-read what they have written to check it makes sense.</p> <p>Develop storylines in their pretend play.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p>						

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Awareness of Audience, Purpose and Structure	<p>Know and use a wider range of vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Know simple features of narratives and make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To know that using adjectives to describe nouns will engage readers.</p>	<p>To know the features of different text types including narratives, poetry and non-fiction.</p> <p>To know and use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To know that appropriate intonation makes the meaning clear when reading aloud.</p>	<p>To know effective structure, vocabulary and grammar in texts which they study.</p> <p>To know the purpose and audience of texts which they study.</p> <p>To know how to improve their own writing by drawing on texts they have studied.</p> <p>To know and begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To know ambitious vocabulary and make deliberate word choices to add detail.</p> <p>To know settings, characters and plot in narratives. To know the devices used to create settings, character and plot.</p>	<p>To know the structural features of narratives and non-fiction pieces (including genre-specific layout devices).</p> <p>To know the features of a range of narratives. To know strategies creating pace and tension.</p> <p>To know strategies for creating atmosphere, detailed settings, character and plot in order to engage the reader.</p> <p>To begin to know that using appropriate intonation and to control the tone and volume of our voice, makes the meaning clear when reading aloud.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To know carefully chosen vocabulary describes settings, characters and atmosphere.</p> <p>To know vocabulary enhances mood, clarifies meaning and creates pace.</p> <p>To know dialogue is used to convey a character and to advance the action.</p> <p>To know, when performing their own compositions confidently using appropriate intonation, volume and movement makes the meaning clear.</p>	<p>To know that to 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 (including literary language, characterisation, structure, etc.).</p> <p>To know the difference between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To know and select vocabulary and grammatical structures that reflect what the writing requires (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).</p>

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Sentence Construction and Tense	<p>Understand ‘why’ questions, like: ‘Why do you think the caterpillar got so fat?’</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Know and use longer sentences of four to six words</p> <p>Know and use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>	<p>To know that a simple sentence contains a verb and a subject and an object, and begins with a capital letter and ends with a full stop.</p>	<p>To know the rules for spelling and using present and past tense verbs.</p> <p>To know the 4 sentence types: statement, question, exclamation, command.</p> <p>To know some features of written Standard English.</p>	<p>To know the correct tense (including the present perfect tense) throughout a piece of writing</p> <p>To know subject/verb agreement. (e.g. you were, I was)</p> <p>To know the determiner ‘a’ comes before a noun which starts with a consonant and ‘an’ precedes a noun which starts with a vowel.</p>	<p>To know the present perfect tense and always maintain an accurate tense throughout a piece of writing.</p> <p>To know and always use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’ and ‘I did’ rather than ‘I done’</p>	<p>To know and use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To know ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>Know and ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>

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Punctuation		To know the terms: capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To know, 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 know what a full stop, capital letter, exclamation mark, question mark, apostrophe for contracted form, apostrophe for singular possession and comma in a list means.	To know, 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 know the meaning of: full stop, capital letter, exclamation mark, question mark, apostrophe for contracted form, apostrophe for singular possession and comma in a list, commas after fronted adverbials, apostrophes for possession with plural nouns, inverted commas for direct speech.	To know, recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To know, recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To know, recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.
Use of Terminology		To know, the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To know, 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 know, 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 know, recognise and use the terms determiner, pronoun, possessive pronoun and adverbial, (in addition to those in year 3)	To know, recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To know, recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.
Genres		To know some Fairy Tales and Traditional Tales.	Know and retell a wide range of Fairy stories and Traditional Tales. Know the features of narratives about personal experience and those of others and real events. Know the features of some poetry.	Know the features of narratives, poetry, plays and non-fiction. To know the features of the following genres: fairy stories, Myths and Legends, modern fiction. Retelling some orally. Newspaper reports, diaries, Instructions. To know that sub-headings, headings and paragraphs are organisational devices.	Know the features of narratives, poetry, plays and non-fiction. Genres: fairy stories, Myths and Legends, modern fiction. Retelling some orally. Newspaper reports, diaries, Instructions.	Know the features of Myths and Legends, Modern Fiction, traditional stories, poetry, plays, non-fiction, diaries /auto biographies, instructions, non-chronological reports, newspapers.	Know the features of Myths and Legends, Modern Fiction, traditional stories, poetry, plays, and non-fiction. Diaries /auto biographies, instructions, non-chronological reports, newspapers.