



English-Writing Progression of Conceptual Knowledge



EYFS
Transcription
Handwriting
Composition
Writing- Vocabulary, grammar and punctuation
Spelling



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EYFS

3 to 4 year olds (F1)	<p><u>PD – Fine Motor Skills (progression across F1)</u></p> <ul style="list-style-type: none">• Will use a range of tools and equipment.• Will use a range of tools and equipment with some control.• Starts to recognise the changes they can make using tools and equipment.• Showing more fine motor control with tools.• Showing finer control with smaller tools whilst still needing some help with tricky things like buttons.• Being more in control of the tools being used, e.g. can make more controlled marks with 9 crayons and pencils. <p><u>Literacy (L) – Writing</u></p> <ul style="list-style-type: none">• Mark making and drawing with a range of tools and equipment.• Can say what their marks mean.• Shows consideration when mark making.• Starts to take their time changing their tool as the marks progress. Can copy with increasing control.• Starting to make shapes that are recognisable as pre-letter shapes.• Can start to write name as a shape.• Will write their name and identify their name.
4 to 5 year olds (F2)	<p><u>PD – Fine Motor Skills (progression across F2)</u></p> <ul style="list-style-type: none">• Begins to make marks and shapes using simple equipment.• Uses a wider range of equipment to make morerefined shapes• Adds more detail to shapes and objects created as control increases.• Shows increased control to use a range of tools to create more complex shapes and objects.• Early learning goal. <p><u>Literacy: Writing</u></p> <ul style="list-style-type: none">• Pupils have the confidence to mark make using their physical skills to increase control over tools and equipment.• They mark make as part of their play.• Pupils mark make consistently as part of their play and can talk about the meaning of their marks.• Sentence structure is starting to be evident.• Some phonic awareness is evident.• Pupils are good at oral rehearsal.• Can compose a sentence well with some sentence structure more consistently used.• Phonic awareness is more evident. Physical.



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	<ul style="list-style-type: none"> Writes recognisable letters and words and reads back what has been written.
ELG (end of F2)	<p><u>Physical Development: Fine motor</u></p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases). Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. <p><u>Writing</u></p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Transcription

	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Transcription	Name the letters of the alphabet	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	Use further prefixes and suffixes and understand how to add them (English Appendix 1)	Use further prefixes and suffixes and understand the guidance for adding them
	Add prefixes and suffixes	Learning new ways of spelling phonemes for which one or more spellings are already known	Spell further homophones	Spell some words with 'silent' letters [for example, knight, psalm, solemn] Continue to distinguish between homophones and other words which are often confused



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Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	learn some words with each spelling, including a few common homophones	Spell words that are often misspelt (English Appendix 1)	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
Apply simple spelling rules and guidance, as listed in English Appendix 1	spell common exception words	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]	Use dictionaries to check the spelling and meaning of words
	learning the possessive apostrophe (singular) [for example, the girl's book]	Use the first two or three letters of a word to check its spelling in a dictionary	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
	distinguishing between homophones and near-homophones	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Use a thesaurus
	add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly		
	Apply spelling rules and guidance, as listed in English Appendix 1		



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	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.		
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Handwriting

	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly	Form lower-case letters of the correct size relative to one another	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	Write legibly, fluently and with increasing speed
	Begin to form lower-case letters in the correct direction, starting and finishing in the right place	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 unjoined	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
	Form capital letters	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters		Choosing the writing implement that is best suited for a task



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	Form digits 0-9	Use spacing between words that reflects the size of the letters.		
	Understand which letters belong to which handwriting 'families' and to practise these.			

Composition

	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Composition	saying out loud what they are going to write about	writing narratives about personal experiences and those of others (real and fictional)	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
	Orally compose sentences before writing	writing about real events	Discussing and recording ideas	Note and develop initial ideas, drawing on reading & research where necessary
	sequencing sentences to form short narratives	writing for different purposes	Composing/ rehearsing sentences orally (including dialogue), progressively building a varied & rich vocabulary and an increasing range of sentence structures (English Appendix 2)	In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
	re-reading what they have written to check that it makes sense	Planning or saying out loud what they are going to write about	Organising paragraphs around a theme	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning



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discuss what they have written with the teacher or other pupils	Writing down ideas and/or key words, including new vocabulary	In narratives, creating settings, characters and plot	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
Read aloud their writing clearly enough to be heard by their peers and the teacher.	Make simple additions, revisions & corrections to their own writing including proof-reading for GPS errors.	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]	Précising longer passages
	Evaluating their writing with the teacher and other pupils	Assessing the effectiveness of their own and others' writing and suggesting improvements	Read aloud what they have written with appropriate intonation to make the meaning clear.
	Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
	Read aloud what they have written with appropriate intonation making meaning clear.	Proof-read for spelling and punctuation errors	Assessing the effectiveness of their own and others' writing
		Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning



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				<p>YEAR 6</p> <p>Read aloud own writing, to groups/ whole class, using appropriate intonation & controlling the tone and volume so that the meaning is clear.</p>
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Vocabulary, grammar and punctuation

	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Vocabulary, grammar and punctuation	<p><u>Word</u></p> <p>Regular plural noun suffixes, suffixes - 'ed', 'ing', 'er', Prefix 'un' changes verbs and adjectives</p>	<p><u>Word</u></p> <p>Formation of nouns using suffixes such as 'ness', 'er' and by compounding, formation of adjectives using suffixes such as 'ful', 'less', use of suffixes 'er' and 'est' in adjectives and 'ly' to turn adjectives into adverbs</p>	<p><u>WORD:</u> Formation of nouns using a range of prefixes (for example super—, anti—, auto—). Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (a rock, an open box).</p>	<p><u>WORD:</u> Converting nouns or adjectives into verbs using suffixes (--ate, --ise, --ify) Verb prefixes (dis--, de--)</p>
	<p><u>Sentence</u></p> <p>Words combine to make sentences, joining words and clauses using 'and'</p>	<p><u>Sentence</u></p> <p>Subordination - when, if, that, because and coordination or, and, but. Expanded noun phrases for description and specification, Understand how grammatical patterns in a sentence indicate its function as a statement, question, explanation or command</p>	<p><u>SENTENCE:</u> Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble).</p>	<p><u>SENTENCE:</u> Relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted pronoun Indicating degrees of possibility using adverbs (perhaps) or modal verbs (might).</p>



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<p><u>Text</u> Sequencing sentences to form short narratives</p>	<p><u>Text</u> correct choice and consistence use of present and past tense, progressive form of verbs in present and past to mark actions in progress</p>	<p><u>TEXT</u>: Expressing time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during). Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of the present perfect form of verbs instead of the simple past (<i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p>	<p><u>TEXT</u>: Devises to build cohesion within a paragraph (then, after) Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (<i>he had seen her before</i>)</p>
<p><u>Punctuation</u> Spaces to separate words, introduce capital letters, full stops, question marks and explanation marks to demark sentences, capital letters for names and I</p>	<p><u>Punctuation</u> Use of capital letters, full stops, question marks and exclamation marks to demark sentences, commas to separate items in a list, apostrophes to make missing letters and singular possession in nouns</p>	<p><u>PUNCTUATION</u>: Introduction to inverted commas to punctuate direct speech.</p>	<p><u>PUNCTUATION</u>: Brackets, dashes or commas to indicate parenthesis Use of commas to clarity meaning or avoid ambiguity</p>
<p><u>Terminology</u> Letter, capital letter, word, singular plural, sentence, punctuation, full stop, question mark, explanation mark</p>	<p><u>Terminology</u> noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe, comma</p>	<p><u>TERMINOLOGY</u>: adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)</p>	<p><u>TERMINOLOGY</u>: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>



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Spelling

	Year 1	Year 2	Year 3 and 4	Year 5 and 6
<p style="text-align: center;">Spelling</p> <p>See <i>The national curriculum in England - English Appendix 1: Spelling for further detail</i> Y1 follows Little Wandle Phonics Scheme, upon completion Y2-Y6 Follow Emile Spelling Scheme</p>	<p>Sounds - f, l, s, z, k, ff, ll, ss, zz, ck, nk, tch, v (at the end of a word -n have), ai, oi, ay, oy, a_e, e_e, i_e, o_e, u_e, ar, ee, ea, er, ir, ur, oo, oa, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are, ph, wh, y (words ending in y - happy)</p>	<p>Sounds - dge, ge, g, s sound spelt c before e, i, and y, Kn and gn, wr, le, el, al, il, y at the end of words, al, all, o as in other, ey, the a after w and qu, or as in word, ar as in war, the s in television, tion</p>	<p>Sounds- the 'y' as in myth, 'ou' as in young, '-sure' as in measure, '-ture' as in creature, '-sion' as in division, endings which sound like '-tion', '-sion', '-ssion' and '-cian' (alternative spellings)</p>	<p>Sounds- words ending in '-cious' and '-tious' as in vicious and ambitious</p>
	<p>Division of words into syllables, adding s and es to words for plurals</p>	<p>Adding es to nouns and verbs, ending in y, adding ed, ing, er and est to a root word ending in y with a consonant before it.</p>	<p>Words with the sound spelt 'ch' i.e scheme, words with the sound spelt 'ch' i.e. machine</p>	<p>Words ending in '-cial', '-tial' as in official and essential</p>
	<p>Adding ing, ed and er to verbs where no root change is needed, adding er and est to adjective where no change root change is</p>	<p>Adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel letter.</p>	<p>Words ending with a silent "ue" i.e league or antique</p>	<p>Words ending in '-ant', '-ance' / '-ancy', '-ent', '-ence' / '-ency' and '-ation' (observant, tolerance, hesitancy, innocent, confidence, decency and expectation)</p>



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	needed, adding the prefix un, compound words, common exception words	Suffixes ment, ness, ful, less and ly	Words with the 'sc' sound i.e.science	Words with the 'i' sound spelt ei after c as in deceive
		Contraction, possessive apostrophes for singular nouns	Words with the sound spelt 'ei', 'eigh' or 'ey' i.e. vein, weigh, obey.	Words containing the letter string 'ough' as in ought, though and plough (note the different ways to say the sound)
		Homophones and near homophones	Adding suffixes beginning with vowel letters to words of more than one syllable	Words with 'silent' letters i.e. doubt, lamb and knight.
		Common exception words	Prefixes: un-, dis-, mis-, in- (illegal, immature, irregular), Re-, sub-, inter-, super-, anti-, auto-	Homophones and other words that are often confused: advice/advise, device/devise, practise/practise.
			Suffixes: -ation, -ly, -ous	
			Possessive apostrophe with plural words	
			Homophones and near homophones	