

WRITING Core Knowledge Progression

	COMPOSITION		TRANSCRIPTION	
	Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
EYFS	<ul style="list-style-type: none"> I write recognisable letters, most of which are correctly formed I spell words by identifying sounds in them and representing the sounds with a letter or letters I write simple phrases and sentences that can be read by others 			
Year 1	<p>As above and:</p> <ul style="list-style-type: none"> I say and hold in memory whilst writing a simple sentence which makes sense I can write simple sentences that can be read by themselves and others I separate words with spaces I use Capital Letters and full stops to demarcate sentences 	<p>As above and:</p> <ul style="list-style-type: none"> I sequence ideas and events in narrative I orally compose every sentence before writing I re-read sentences to check they make sense I read aloud my writing to peers and adults 	<p>As above and:</p> <ul style="list-style-type: none"> I spell words using the phonemes already taught I make phonically plausible attempts at more complex words I name the letters of the alphabet in order I use letter names to distinguish between alternative spellings of the same sound I write from memory simple dictated sentences 	<p>As above and:</p> <ul style="list-style-type: none"> I hold a pencil with an effective grip I accurately form lower case letters I form digits 0-9 I form capital letters accurately
Y1 VOCAB/SUBJECT SPECIFIC TERMS - letters, sentences, punctuation, capital letters, full-stops, questions marks, exclamation marks, singular, plural				
Year 2	<p>As above and:</p> <ul style="list-style-type: none"> I say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i> (Coordinating conjunctions) I use subordination for time using <i>when, before</i> and <i>after</i> I use subordination for reason using <i>because</i> and <i>if</i> 	<p>As above and:</p> <ul style="list-style-type: none"> I write at length – stamina I plan and discuss I use and apply type features to write for a range of audiences and purposes I evaluate writing 	<p>As above and:</p> <ul style="list-style-type: none"> I can segment spoken words into phonemes and represent these with graphemes I can spell common exception words I can suffixes and explain how these change meaning. I can spell words from the Y1/2 list 	<p>As above and:</p> <ul style="list-style-type: none"> I accurately form lower case and capital letters in relation to each other
Y2 VOCAB/SUBJECT SPECIFIC TERMS – statement, question, command, exclamation, commas, apostrophes, nouns, verbs, adverbs, adjectives, present tense, past tense, prefixes, suffixes, compound words, phrases				
Year 3	<p>As above and:</p> <ul style="list-style-type: none"> I explore and identify main and subordinate clauses in complex sentences I explore, identify and create complex sentences using a range of conjunctions – <i>when, if because, although, while, since, until, before, after, so</i> I use inverted commas for direct speech 	<p>As above and:</p> <ul style="list-style-type: none"> I group related materials into paragraphs I use heading and subheading to organise information 	<p>As above and:</p> <ul style="list-style-type: none"> I have a working knowledge and apply these to spell homophones and different spellings 	<p>As above and:</p> <ul style="list-style-type: none"> My writing is consistent in size and proportion of letters

Y3 VOCAB/SUBJECT SPECIFIC TERMS - consonant, vowel, clauses, subordinate, inverted commas, prepositions

Year 4	<p>As above and:</p> <ul style="list-style-type: none"> I create sentences with fronted adverbials for when I use fronted adverbials for where I use Inverted commas and other punctuation to indicate direct speech I explore, identify, collect and use noun phrases 	<p>As above and:</p> <ul style="list-style-type: none"> My planning is related to purpose, audience, structure, vocabulary and grammar I use paragraphs to organise writing in fiction and nonfiction – sentence structures according to genre I proof read for spelling, grammar and punctuation 	<p>As above and:</p> <ul style="list-style-type: none"> I understand that nouns and adjectives can be made into verbs through use of suffixes I can spell words from the Y3/4 list 	<p>As above and:</p> <ul style="list-style-type: none"> My writing is consistent in size and proportion of letters – accurate sizing of ascenders and descenders
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VOCAB/SUBJECT SPECIFIC TERMS – adverbials, determiners, pronouns

Year 5	<p>As above and:</p> <ul style="list-style-type: none"> I create complex sentences by using relative clauses with relative pronouns – <i>who, which, where, whose, when, that</i> I link ideas across paragraphs using adverbials and use devices within paragraphs (cohesion within and between paragraphs) 	<p>As above and:</p> <ul style="list-style-type: none"> I use different sentence structures with increasing control I can suggest changes to grammar, vocab and punctuation to enhance effects and clarify meaning 	<p>As above and:</p> <ul style="list-style-type: none"> I apply my knowledge of verb pre-fixes I know and use alternative spelling to known rules – e.g. ei after c 	<p>As above and:</p> <ul style="list-style-type: none"> I use versions of print appropriate to genre, purpose and reader (lower case and upper case)
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VOCAB/SUBJECT SPECIFIC TERMS – relative clause, relative pronoun, ambiguity, parenthesis, brackets, dashes, cohesion, modal verbs

Year 6	<p>As above and:</p> <ul style="list-style-type: none"> I manipulate sentences to create particular effects I use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts I use devices to build cohesion between paragraphs in narrative I demonstrate accurate use of full range of punctuation I show consistency in tenses when writing 	<p>As above and:</p> <ul style="list-style-type: none"> I blend action, dialogue and description within sentences and paragraphs to convey character and advance the action I select the appropriate voice, structure, vocabulary and grammar to support writing for different purposes and audiences 	<p>As above and:</p> <ul style="list-style-type: none"> I can spell words from the Y5/6 list 	<p>As above and:</p> <ul style="list-style-type: none"> I choose a writing implement that is best suited for a task I demonstrate a consistent written style – increased speed and stamina of writing
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VOCAB/SUBJECT SPECIFIC TERMS – ellipsis, semi-colons, synonyms, antonyms, subject, object, active, passive, bullet points, colons, hyphens