



St. John the Evangelist
English Progression of Knowledge



Writing Composition: Planning and Editing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery</p> <p>Express their ideas and feelings and their experiences using simple sentences and begin to use conjunctions to connect thoughts e.g. and, because, or.</p> <p>To recognise familiar print in their environment and to become more aware of spoken language.</p> <p>Begin to segment and blend simple CVC words.</p> <p>To being to give meaning to their mark making.</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives. Use a story map. Use 5-part story plan opening, build up, problem, resolution, ending.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p>	<p>To write about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. Use story maps and mountains and 'boxing up' text.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing. Use story mountains, maps and 'boxing up' of texts.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. Use story mountains, maps and 'boxing up' of texts.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to 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</p>
<p>Reception</p> <p>To begin to develop their own narratives and explanations by connecting ideas or events.</p>	<p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p>				



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<p>Express their ideas and feelings and their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>		<p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly.</p>				<p>make improvements to their writing.</p>
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Writing Composition: Purpose and Audience						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery</p> <p>To experience a range of different genres and text types and begin to use and understand related vocabulary.</p> <p>To represent what they have learned through books in their play e.g. story language, instructions in the home corner.</p> <p>Reception</p> <p>To understand the purposes of different text types and comment on their features.</p> <p>To invent, adapt and recount different narratives with peers and their teachers.</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To 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 read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To 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 make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</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 describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>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 distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To 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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Writing Composition: Purpose and Audience						
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Sentence stems I like... I don't like... One day... Next... Finally... I think...because I went to... The.... is	Sentence stems I like/don't like... because... I think... happened because... I feel that... Next time I ... First, next... I agree/disagree because...	Sentence stems I think...because... They are similar/different because... I know this because... I found... Next time I could... It was interesting because... I like the part where... I predict that...	Sentence stems An argument for/against is... I understand. However... It appears to be... I enjoyed it because... Maybe next time you could try... My opinion is... Building on... I remember that...	Sentence stems An argument for/against is... I understand, however... It appears to be... I understand that depending on... I understand your point of view. However... You could improve this work by... It was successful because... Due to the fact that... Most reasonable people would agree that... Due to... Subsequently...	Sentence stems In my opinion... I have two main reasons for... In some ways... Another feature... However, they also differ... Perhaps some people would argue... Furthermore they... It is clear that... I deduce that... In conclusion... Perhaps the reason... Therefore, in my opinion...	Sentence stems On the one hand... I am convinced that... Given that... Another feature they have in common... The similarities/ differences are significant because... Based on... Having considered... This infers... This suggests... Having considered... This is supported by the fact that... Possible improvements may include... Evidently... Owing to... After consideration/ reflection... In summary... The consequences of...
Vocabulary Letter, capital letter, word, label, phrase, sentence, full stop.	Vocabulary letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	Vocabulary noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	Vocabulary conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	Vocabulary determiner, pronoun, possessive pronoun and adverbial	Vocabulary Classic, figurative language, imagery, climax, theme, personification, humorous, free verse, rap, couplets, modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	Vocabulary Flash back, epilogue, prologue, protagonist, antagonist, convention, twist, mood, style, parody, cliché, biography, autobiography, tragedy, comical, subject, object, active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points



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Grammar and Punctuation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery</p> <p>To begin to blend and segment words orally and in written form.</p> <p>To begin to express their opinions and ask questions about texts and their own experiences.</p> <p>Reception</p> <p>To use past, present and future tenses accurately when talking about events that have happened or are to happen in the future.</p> <p>To being to use conjunctions orally and in written work, with modelling and support from their teacher.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To use simple sentence structures. To explore language and vocabulary in stories and the environment, and begin to use them accurately.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were'.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>To 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>
<p>Nursery</p> <p>To be able to connect ideas and communicate them to others.</p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple</p>	<p>To using co-ordination (or/and/but). To use some subordination (when/if/that/because).</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion,</p>	<p>To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time</p>



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Reception To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').	compo und sentences.	To use expanded noun phrases to describe and specify (e.g. the blue butterfly).	using a wider range of conjunctions, including; when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	and cause. To use the passive voice. To use question tags in informal writing.
To be aware of capital letters and understand that there is a corresponding lowercase letter. To use capital letters when writing their name. To begin to use fingers spaces and full stops to punctuate sentences.	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; apostrophes to mark singular possession and contractions.	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.	To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession.	To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
Nursery To begin to be aware of the different meaning of print in their environment.	To recognise and use the terms letter, capital letter, word, singular, plural, sentence,	To recognise and use the terms noun, noun phrase, statement, question, exclamation,	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause,	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket,	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis,



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<p>To understand that books and technology can be used to relay information.</p> <p>Reception</p> <p>To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>To begin to recognise and use the terms, letter, word, finger space and full stop.</p>	<p>punctuation, full stop, question mark and exclamation mark.</p>	<p>command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>		<p>dash, cohesion and ambiguity.</p>	<p>hyphen, colon, semicolon and bullet points.</p>
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Handwriting and Presentation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery</p> <p>To use and understand the purpose of one-handed tools and equipment e.g. scissors and pencils. Show a preference for a dominant hand.</p> <p>To move in a range of ways, beginning to safely negotiate space.</p> <p>To begin to sequence letters in a simple CVC word.</p> <p>Reception</p> <p>To show good control and coordination in large and small movements.</p> <p>To move confidently in a range of ways, safely negotiating space.</p> <p>Hold a pencil effectively and write letters, most of which</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9. To understand which letters, belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>To use finger spaces.</p> <p>Cursive writing to be used as a model in Y1 promoting children to join as and when they are ready.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p> <p>To use joined writing by the end of Y2 To write full date and underline on each piece of work (short date maths).</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed. (Pen licences can be earned from Y3.)</p> <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>To always start at the margin and leave a line between paragraphs</p>	<p>To increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> -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. <p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>



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are correctly formed.
To write simple
sentences which can
be read by
themselves and
others.

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