

Grimsdyke School

Knowledge and Skill Progression Map

Subject: Writing

(Spelling, Handwriting, Composition, Vocabulary, Grammar and Punctuation)

Year Group	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Reception	<ul style="list-style-type: none"> • Phonics phases 1-4 • Know the letters of the alphabet • Know how to hold a writing implement correctly • Know how to form letters of the alphabet. • What a capital letter is • What a full stop is • Know familiar words and signs such as own name and advertising logos. • Know the letters used to spell their name. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<ul style="list-style-type: none"> • Use their phonic knowledge to write words in ways which match their spoken sounds • Be able to say and identify letters of the alphabet. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Write recognisable letters, most of which are correctly formed. • Write some irregular common words • Attempt to write short sentences in meaningful contexts. • Spell some words correctly and others which are phonetically plausible • Gives meaning to marks they make as they draw, write and paint. • Writes own name • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly • Write simple phrases and sentences that can be read by others. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Express their ideas and feelings orally about their experiences using full sentences • Express ideas and feelings in oral sentences which use the past, present and future tenses • Express ideas and feelings in oral sentences making use of conjunctions (with modelling and support from their teacher). 	<ul style="list-style-type: none"> • Stories • Sounds • Letters • Sentence • Pencil • Grip • Control

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Year 1	<p><u>Spelling</u> Pupils should:</p> <ul style="list-style-type: none"> Know the name the letters of the alphabet in order Know how to distinguish between alternative spellings of the same sound using letter names Know the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Apply simple spelling rules and guidance, as listed in English Appendix 1 of National Curriculum <p><u>Handwriting:</u> Pupils should:</p> <ul style="list-style-type: none"> Know which letters belong to which handwriting ‘families’ (i.e. Letters that are formed in similar ways) and to practise these. <p><u>Composition:</u> Pupils should:</p> <ul style="list-style-type: none"> Know how to recognise sentence boundaries in spoken English <p><u>Vocabulary, grammar and punctuation:</u> Pupils should:</p> <ul style="list-style-type: none"> Know the correct grammar terminology for year 1 (letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark, prefix, suffix, verb, adjective, noun, pronoun) 	<ul style="list-style-type: none"> Sit and hold a writing implement correctly, whilst sitting correctly at a table Leave spaces between words in their writing Write the capital and lower-case form of each letter starting and finishing in the right place Correct formation of digits 0-9 Write simple sentences dictated by an adult including phonics and tricky words taught so far Use capital letters for names, days of the week and places, including the personal pronoun ‘I’ Begin to punctuate sentences with capital letters, full-stops, question marks and exclamation marks Begin to use commas in some expanded noun phrases Use “and” to join words, ideas and clauses. Compose an oral sentence before writing, sometimes with ambitious vocabulary and re-read aloud after writing to check it makes sense Recognise simple tense I went to the...The castle is... Spell common exception words or tricky, high frequency words (e.g. Was, the, because, etc.) Spell words by applying the 44 phonemes as they have been taught. Use suffixes (- ing, - ed, – er, - est) and prefixes (-un) Correctly spell the days of the week and number names Write sequenced sentences to write short narratives, discussing what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> Singular Plural Question mark Exclamation mark Comma Adjective Verb Noun Pronoun Correct writing posture and grip

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Year 2	<p><u>Spelling</u> Pupils should:</p> <ul style="list-style-type: none"> Know and learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Know how to distinguish between homophones and near-homophones Know how to apply spelling rules and guidance, as listed in English Appendix 1 of National Curriculum <p><u>Handwriting:</u> Pupils should:</p> <ul style="list-style-type: none"> Know and 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 <p><u>Composition:</u> Pupils should:</p> <ul style="list-style-type: none"> Know how to write about personal experiences and those of others (real and fictional) Know how to adapt writing for different purposes <p><u>Vocabulary, grammar and punctuation:</u> Pupils should:</p> <ul style="list-style-type: none"> Know and learn how to use sentences with different forms, e.g. Statement, question, exclamation, command 	<ul style="list-style-type: none"> Form lower case and capital letters of the correct size, orientation and relationship to one another. Use spacing between words that reflects the size of letters. Punctuate most sentences with capital letters, full-stops, question marks and exclamation marks where they apply; use commas for lists and begin to understand the purpose of inverted commas. Write sentences with some experimentation with ambitious vocabulary Use coordinating conjunctions (or and but) to join clauses. Use subordinating conjunctions (when, if, that, because, so) to join clauses. To use simple past and present tense mostly correctly and consistently, including the progressive aspect ('he is/was running') Segment spoken words into phonemes and represent these by graphemes, spelling some correctly and making plausible phonic attempts at others. To use apostrophes for contracted forms, and spell correctly (can't, didn't, hasn't, couldn't, it's and I'll) and the possessive (singular – e.g. The girl's book). Spell the majority of the 45/64 common exception words correctly Write a short narrative where sequenced sentences show a distinct beginning, middle and end To use simple organisational devices to write about real events, recording these simply and clearly. 	<ul style="list-style-type: none"> Noun phrase Expanded noun phrase Statement Question Exclamation Command Compound Suffix Adverb, Verb tense (past, present) Apostrophe

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	<ul style="list-style-type: none">• Know and use expanded noun phrases to describe and specify [for example, the blue butterfly]• Know the grammar terminology for year 2: (noun, noun phrase, expanded noun phrase, statement, question, exclamation, command, compound, suffix adjective, adverb, verb tense, apostrophe, comma)• Know some features of written Standard English	<ul style="list-style-type: none">• Talk about what they are going to write and read back their own writing to an adult with appropriate intonation• Use suffixes to spell longer words (-ment, -ness, -less, -ly)• Discuss their writing with a teacher to plan or review it.• Check writing for errors in spelling, grammar and punctuation making simple additions, revisions and corrections.	
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Year 3	<p><u>Spelling</u> Pupils should:</p> <ul style="list-style-type: none"> Know and use further prefixes and suffixes and understand how to add them (see English Appendix 1 National Curriculum) Know how to use the first two or three letters of a word to check its spelling in a dictionary Know how to apply spelling rules and guidance, as listed in English Appendix 1 of National Curriculum <p><u>Handwriting:</u> Pupils should:</p> <ul style="list-style-type: none"> Know which letters are descenders and ascenders Know that the down strokes of letters should be parallel and equidistant Know that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. <p><u>Composition:</u> Pupils should:</p> <ul style="list-style-type: none"> Know how to discuss and record ideas for planning Know and learn a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) Know what a topic sentence is and when to use one in their writing <p><u>Vocabulary, grammar and punctuation:</u></p>	<ul style="list-style-type: none"> Use punctuation consistently (capital letters, full-stops, commas, question marks and exclamation marks and begin to use inverted commas for direct speech To place the possessive apostrophe accurately in words with regular plurals [e.g. Girls', boys']. Identify possible improvements to grammar and vocabulary Use a range of conjunctions (including: when, if, because, although) to write extended sentences with more than one clause. Vary the length of sentences within a single piece of writing. Show consistently accurate choices in verb tenses and to use the past perfect tense in contrast to the simple past tense Spell and use homophones correctly e.g. Their, there and they're. Know and use contractions consistently (doesn't, wasn't, shouldn't, don't, won't) To proof read and edit writing, making changes to grammar and vocabulary, and using a dictionary to check spelling and definition of words To use topic sentences in non-fiction writing to begin paragraphs In narratives, develop details of characters, settings and plots In non-fiction, begin to organise writing using paragraphs to organise ideas into 'themes' and use 	<ul style="list-style-type: none"> Preposition Conjunction Word family Prefix Clause Main clause Subordinate clause Direct speech Consonant Consonant letter Vowel Inverted commas

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	<p><i>Pupils should:</i></p> <ul style="list-style-type: none"> • Know that a clause is a part of a sentence • Know what main and subordinate clauses are • Know the 'past/present perfect' aspect of past and present tense • Know a variety of nouns and pronouns and when to choose them appropriately for clarity, cohesion and to avoid repetition • Know how to use conjunctions, adverbs and prepositions to express time and cause • Know what a fronted adverbial is • Know how to use commas after fronted adverbials • Use and understand the grammatical terminology in year 3: (preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas) 	<p><i>(added here instead) devices such as bullet points, subheadings and headings.</i></p> <ul style="list-style-type: none"> • Be able to use a range of features in their writing confidently that include adverbs, similes and onomatopoeia. • Handwrite fluently in a joined style and present their work neatly. • Be able to adapt a narrative to different styles of writing (Ex: newspaper articles, play scripts and diary entries) • Rewrite their own version of a story from a particular genre using a similar plot and features. 	
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Year 4	<p><u>Spelling</u> Pupils should:</p> <ul style="list-style-type: none"> Know how to spell words that are often misspelt (English Appendix 1) Know how to apply spelling rules and guidance, as listed in English Appendix 1 of National Curriculum <p><u>Handwriting:</u> Pupils should:</p> <ul style="list-style-type: none"> Have a clear understanding of how to join each letter correctly and how to ensure their joined writing is neat, legible and clear <p><u>Composition:</u> Pupils should:</p> <ul style="list-style-type: none"> Know how to use appropriate intonation when reading aloud their own writing, to a group or the whole class Know how to compose sentences with different starters Know how to 'embed' a subordinate or relative clause into a sentence Know a variety of organisational devices to use in non-fiction writing <p><u>Vocabulary, grammar and punctuation:</u> Pupils should:</p> <ul style="list-style-type: none"> Know how to use punctuation and conjunctions to extend sentences to add clauses Know the definition of figurative language and some examples 	<ul style="list-style-type: none"> Use varied punctuation accurately including inverted commas consistently and is evidenced in other subjects Use a variety of ambitious vocabulary to create a specific effect e.g. A mystery story setting description Identify the subject, verb and object within a clause or sentence and ensure correct subject and verb agreement when using singular and plural in a sentence To write complex sentences using a variety of clauses (main, subordinate) and use commas to separate these accurately. Vary sentence structure using different openers, including fronted adverbials to show time, place and manner. Recognise and use the correct verb tense in a piece of writing, mostly correctly and begin to experiment with more unusual verb tense aspects (e.g. Future perfect, present progressive) Apply year 4 spelling words consistently in their writing. To place the possessive apostrophe accurately in words with regular plurals [e.g. Girls', boys'] and in words with irregular plurals [e.g. Children's]. Using organised paragraphs to indicate a change in place, time (fiction) or topic (non-fiction) To select and use a variety of organisational devices in non-fiction writing. Understand the following terminology: pronoun, possessive pronoun and adverbial, while using them for clarity and cohesion 	<ul style="list-style-type: none"> Determiner Pronoun Possessive pronoun Adverbial Subject/verb agreement Subject/Object/Verb

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	<ul style="list-style-type: none">• <i>Use and understand the grammatical terminology in year 4: (determiner pronoun, possessive pronoun adverbial)</i>	<ul style="list-style-type: none">• <i>Use conjunctions, adverbs and prepositions to express time, cause and place.</i>• <i>Write with increasing legibility, consistency and fluency.</i>• <i>Proof read and edit effectively including use of a thesaurus to develop new vocabulary and be able to read their own writing aloud using appropriate intonation so that the meaning is clear</i>• <i>To adapt writing to suit a variety of text types, audiences and purposes (including through drama, presentations and debate).</i>• <i>Begin to use a wider range of figurative language in writing (simile, metaphor, alliteration)</i>	
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	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Year 5	<p><u>Spelling</u> Pupils should:</p> <ul style="list-style-type: none"> know how to apply spelling rules and guidance, as listed in English Appendix 1 of National Curriculum know a wider range of prefixes and suffixes and understand the guidance for adding them <p><u>Handwriting:</u> Pupils should:</p> <ul style="list-style-type: none"> know the writing implement that is best suited for a task. <p><u>Composition:</u> Pupils should:</p> <ul style="list-style-type: none"> know and select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning know how to assess the effectiveness of their own and others' writing <p><u>Vocabulary, grammar and punctuation:</u> Pupils should:</p> <ul style="list-style-type: none"> know vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms know that relative clauses begin with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun 	<ul style="list-style-type: none"> Use appropriate punctuation in all areas of writing use a wider range of punctuation in all areas of writing, commas to clarify meaning and indicate parenthesis, brackets, dashes, hyphens, semi-colons, colons and ellipsis Select and use appropriate grammar and ambitious vocabulary to create a specific effect in a variety of text types To correctly use a range of complex and compound sentences that include main, subordinate and relative (including embedded) clauses. To use a wide range of conjunctions and sentence openers, including adverbial phrases, to engage the reader. To use unusual verb tense aspects correctly (e.g. use of auxiliary verbs in continuous and perfect aspects etc), as well as using modal verbs or adverbs to indicate degrees of possibility To recognise/ use spellings for homophones and other confusing words including spelling words with silent letters. To use a dictionary and thesaurus independently and confidently to check spellings and meanings of words, as well as identifying new, ambitious vocabulary To consistently link ideas across consecutive sentences To use a variety of ways to open and close texts, making the purpose clear to the reader To use active and passive voice accurately 	<ul style="list-style-type: none"> Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity Formality Informality Subjunctive form

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	<ul style="list-style-type: none">• <i>know how to employ a wider range of punctuation for a specific function: e.g. commas to clarify meaning or avoid ambiguity in writing; using hyphens to avoid ambiguity; brackets, dashes or commas to indicate parenthesis; semi-colons, colons or dashes to mark boundaries between independent clauses; colon to introduce a list</i>• <i>know that when punctuating bullet points, it should be consistent</i>• <i>use and understand the grammatical terminology in year 5: (modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity)</i>	<ul style="list-style-type: none">• <i>Recognise the difference between formal and informal language and the structures of writing found within each, including subjunctive forms.</i>• <i>In narratives, use a full range of figurative language (including personification) to develop the setting, atmosphere and character, as well as use of dialogue</i>• <i>Identify the audience and purpose of each piece of writing and adapt work accordingly.</i>• <i>Use grammatical devices such as converting nouns/adjectives into verbs, e.g. intense becomes intensify and using expanded noun phrases to convey information.</i>• <i>Present their work using neat cursive (joined) handwriting ensuring letters are formed correctly and appropriately.</i>	
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Year 6	<p><u>Spelling</u> Pupils should:</p> <ul style="list-style-type: none"> 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 Know how to apply spelling rules and guidance, as listed in English Appendix 1 of National Curriculum <p><u>Handwriting:</u> Pupils should:</p> <ul style="list-style-type: none"> Know what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. Know how to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form <p><u>Composition:</u> Pupils should:</p> <ul style="list-style-type: none"> Know how to proof-read and edit effectively, using a dictionary and thesaurus and making changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <p><u>Vocabulary, grammar and punctuation:</u> Pupils should:</p>	<ul style="list-style-type: none"> Use the range of punctuation taught at KS2 consistently and accurately in all areas of writing Use a wider and sophisticated range of punctuation for effect, consistently and accurately in all areas of writing Select and use appropriate grammar and ambitious vocabulary to reflect the tone the writing requires Secure use of complex sentences (including 3 and 4 clause sentences) and compound sentences; Use a wide range of conjunctions. Vary sentence length for effect (e.g. Short, punchy sentences to end a paragraph; long, flowing sentences for description or action) To use a wide range verb tenses, aspects and forms consistently and correctly throughout their writing Spell most words correctly (year 5/6 spelling list) Proof read and edit every piece of writing effectively, using a variety of tools such as success criteria, dictionaries and thesauruses Use a range of devices consistently to build cohesion (including conjunctions, adverbials of time and place, pronouns, topic sentences and synonyms) within and across paragraphs. To use different techniques to open and conclude texts, incorporating a variety of layouts appropriate to purpose. In non-fiction writing, use a range of devices to structure the writing and support the reader e.g. Headings, sub-headings, bullet points. 	<ul style="list-style-type: none"> Subject Object Active Passive Ellipsis Hyphen Colon Semi-colon Bullet points Register Tone

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	<ul style="list-style-type: none">• Know how to identify and select vocabulary, phrases and sentence structure which reflects the intended register, tone or formality of the piece• Use and understand the grammatical terminology in year 6: (subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points)	<ul style="list-style-type: none">• Integrate dialogue in narratives to accurately convey character and advance the action.• In narratives, use ambitious and sophisticated vocabulary and grammatical devices to develop the description of setting and characters and create atmosphere, including precise selection of figurative language devices• Write effectively for a range of purposes and audiences, selecting language showing awareness of the reader.• Maintain legibility in joined handwriting when writing at speed.	
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