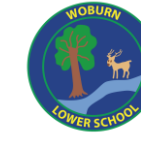


Woburn Lower School - Writing Key Knowledge Progression Map 2023/2024



| Knowledge Strand | Early Years | Key Stage 1 | | Lower Key Stage 2 | |
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| | 3 to 4 Year Olds, Children in Reception, Early Learning Goals | Year 1 | Year 2 | Year 3 | Year 4 |
| Phonic & Whole word spelling | <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; writing 'm' for mummy. (Literacy)</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. (Literacy)</p> <p>Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. (Literacy - Writing ELG)</p> <p>Invent, adapt and recount narratives and stories with peers and teachers. (EA&D - BI ELG)</p> | <p>To spell words containing each of the 40+ phonemes taught.</p> <p>To spell common exception words.</p> <p>To spell the days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>To use letter names to distinguish between alternative spellings of the same sound.</p> <p>To spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red.</p> <p>Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations.</p> | <p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules.</p> <p>To learn to spell common exception words.</p> | <p>To spell further homophones.</p> <p>To spell words that are often misspelt. (NC - Appendix 1)</p> | <p>To spell further homophones.</p> <p>To spell words that are often misspelt (NC - Appendix 1)</p> |
| Other word building spelling | | <p>Other word building spelling-use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs use the prefix un- use -ing, -ed, -er and -est where no change is needed in the spelling of root words apply simple spelling rules and guidance from NC Appendix 1.</p> | <p>Learning the possessive apostrophe (singular).</p> <p>Learn to spell more words with contracted forms.</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly show awareness of silent letters in spelling e.g. knight, write.</p> <p>Use -le ending as the most common spelling for this sound at the end of words</p> <p>Apply spelling rules and guidelines from NC Appendix 1.</p> | <p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting, offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten, beginning).</p> | <p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non-(e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p> |

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| | | | | Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Use the first 2 or 3 letters of a word to check its spelling in a dictionary. | Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. To use their spelling knowledge to use a dictionary more efficiently. |
| Transcription | | Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. |
| Handwriting | <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand. (PD) Write some letters accurately (Literacy)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. (PD) Form lower case and capital letters correctly.(Lit) Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (PD - Fine Motor Skills ELG) Write recognisable letters, most of which are correctly formed. (Literacy - Writing ELG)</p> | Form digits 0-9. Understand which letters belong to which handwriting 'families' and to practise these. Produce recognisable letters and words to convey meaning another person can read writing with some mediation. | Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters. | 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 increase the legibility, consistency and quality of their handwriting. | 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 increase the legibility, consistency and quality of their handwriting. |
| Contexts for Writing | <p>Child initiated writing (in role, and for purpose)</p> <p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events.</p> <p>Write poetry.</p> <p>Write for different purposes.</p> | Write narratives about personal experiences and those of others (real and fictional.) Write about real events. Write poetry. Write for different purposes. | Write narratives about personal experiences and those of others (real and fictional.) Write about real events. Write poetry. Write for different purposes. | Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. | Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. |
| Planning Writing | Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (C & L) | Say out loud and rehearse orally what they are going to write about. (T4W) Compose a sentence orally | Rehearse, plan or say aloud what they are going to write about. (T4W) | Discuss and record ideas compose and rehearse sentences orally (including dialogue), | To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich |

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| | <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; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately (Literacy)</p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses,etc (EA & D)</p> <p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Listen to 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>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (C &L)</p> <p>Form lower-case and capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Re-read what they have written to check it makes sense (Literacy)</p> <p>Develop storylines in their pretend play (EA & D)</p> <p>Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. (Literacy - Writing ELGs)</p> <p>Invent, adapt and recount narratives and stories with peers and teachers. (EA&D - BI ELGs)</p> | <p>before writing it.</p> | | <p>progressively building a varied and rich vocabulary and an increasing range of sentence structures. (T4W)</p> | <p>vocabulary and an increasing range of sentence structures.. Discuss and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. (T4W)</p> |
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| <p>Drafting Writing</p> | <p>To think of, say and write a simple sentence using a capital letter and full stop. (Literacy - Writing ELGs)</p> | <p>Sequence sentences to form short narratives.</p> | <p>Write down ideas and/or key words, including new vocabulary. To encapsulate what they want to say, sentence by sentence</p> | <p>To begin to use ideas from their own reading and modelled examples to plan their writing. To begin to organise paragraphs around a theme in narratives, create settings, characters and plot. To use simple organisational devices (headings & subheadings).</p> | <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material. Use simple organisational devices (headings & subheadings).</p> |
| <p>Editing Writing</p> | <p>Re-read what they have written to make sure it makes sense (Literacy)I To check written work by reading and make changes where necessary.(Literacy - Writing)</p> | <p>Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils</p> | <p>Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils proofread to check for errors in spelling, grammar and punctuation.</p> | <p>Assess the effectiveness of their own and others' writing and suggest improvements, propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> | <p>Assess the effectiveness of their own and others' writing and suggest improvements. 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>Awareness of audience, purpose and structure</p> | <p>Use a wider range of vocabulary 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. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver.(C & L) Learn new vocabulary. Use new vocabulary throughout the day. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts. (C & L)</p> | <p>Read their writing aloud clearly enough to be heard by their peers and the teacher. To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. 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. To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. 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. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.</p> | <p>To write a range of narratives and nonfiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well structured and well paced. To create detailed settings, characters and plot narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and control the tone and volume so that the meaning is clear.</p> |

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| | <p>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</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 use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (C & L - Speaking ELGs)</p> | | | | |
| Vocabulary | <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>Use longer sentences of four to six words (C & L)</p> <p>Learn new vocabulary.</p> <p>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. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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. (C & L - Speaking ELGs)</p> | <p>To leave spaces between words, join words and joining clauses using "and".</p> <p>To use familiar adjectives to add detail e.g. red apple, bad wolf</p> <p>To link ideas and sentences.</p> <p>To begin to form simple compound sentences ie: Joe waited for the train, but the train was late.</p> | <p>To use some varied sentence openings e.g. time connectives.</p> <p>To use conjunctions (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly) and attempt some varied vocabulary.</p> | <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when,if, because,and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> <p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> | <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p> |
| Grammar | <p>To 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>Use longer sentences of four to six words (C & L)</p> <p>Learn new vocabulary.</p> <p>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>To use regular plural noun suffixes (-s, -es).</p> <p>To use verb suffixes where root word is unchanged (-ing, -ed, -er).</p> <p>To use the un- prefix to change meaning of adjectives/adverbs</p> <p>combine words to make sentences, including using and sequence sentences to form short narratives.</p> <p>To separate words with spaces.</p> <p>To use sentence demarcation (. ! ?).</p> <p>To use capital letters for names and pronouns ('I').</p> | <p>To use coordination (using or, and, or but).</p> <p>To use commas in lists.</p> <p>To use sentences with different forms: statement, question, exclamation, command.</p> <p>To use subordination (using when, if, that, or because)</p> <p>To use apostrophes for omission & singular possession.</p> <p>To use the present and past tenses correctly and consistently including the progressive form.</p> <p>To use extended simple sentences e.g. including adverbs and adjectives to</p> | <p>To use the present perfect form of verbs in contrast to the past tense.</p> <p>To form nouns using prefixes use the correct form of 'a' or 'an'.</p> <p>To use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>To use fronted adverbials.</p> <p>To use conjunctions, adverbs and prepositions to express time and cause.</p> <p>To learn, use and understand the grammatical terminology in English NC Appendix 2</p> | <p>To use the present perfect form of verbs in contrast to the past tense.</p> <p>To form nouns using prefixes use the correct form of 'a' or 'an'</p> <p>To use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>To use a wide range of fronted adverbials correctly punctuated.</p> <p>To consistently use a wide range of conjunctions, adverbs and prepositions to express time and cause.</p> |

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| | <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. (C & L - Speaking ELGs)</p> | | <p>add interest.</p> <p>To use some features of written Standard English</p> <p>To learn how to use selected grammar for Year 2.</p> <p>To use and understand grammatical terminology when discussing writing.</p> | <p>accurately and appropriately when discussing their writing and reading.</p> | <p>To learn, use and understand the grammatical terminology in English NC Appendix 2 accurately and appropriately when discussing their writing and reading.</p> |
| Punctuation | <p>Write short sentences with known letter-sound correspondence using a capital letter and full stop. (Literacy)</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. (C & L - Speaking ELGs)</p> | <p>To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> | <p>To develop understanding by learning how to use familiar and new punctuation correctly:</p> <p>To use full stops and capital letters and question marks to use sentence demarcation.</p> <p>To use exclamation marks and commas in a list.</p> <p>To use apostrophes for contracted form and for possession.</p> | <p>To use commas after fronted adverbials.</p> <p>To indicate possession by using the possessive apostrophe with singular and plural nouns.</p> <p>To use and punctuate direct speech (including punctuation within and surrounding inverted commas).</p> | <p>To use commas after fronted adverbials.</p> <p>To indicate possession by using the possessive apostrophe with singular and plural nouns.</p> <p>To use and punctuate direct speech (including punctuation within and surrounding inverted commas).</p> |
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| Grammatical Terminology | <p>To recognise and use the terms:</p> <p>letter</p> <p>capital letter</p> <p>word</p> <p>sentence</p> <p>full stop</p> | <p>To recognise and use the terms:</p> <p>letter</p> <p>capital letter</p> <p>word</p> <p>singular</p> <p>plural</p> <p>sentence</p> <p>punctuation</p> <p>full stop</p> <p>question mark</p> <p>exclamation mark</p> | <p>To recognise and use the terms:</p> <p>noun</p> <p>noun phrase</p> <p>statement</p> <p>question</p> <p>exclamation</p> <p>command</p> <p>compound</p> <p>adjective</p> <p>verb</p> <p>suffix</p> <p>adverb</p> <p>tense (past, present)</p> <p>apostrophe</p> <p>comma</p> | <p>To recognise and use the terms::</p> <p>adverb</p> <p>preposition</p> <p>conjunction</p> <p>word family</p> <p>prefix</p> <p>clause</p> <p>subordinate clause</p> <p>direct speech</p> <p>consonant</p> <p>consonant</p> <p>letter vowel</p> <p>vowel letter</p> <p>inverted commas (or 'speech marks')</p> | <p>To recognise and use the terms:</p> <p>determiner</p> <p>pronoun</p> <p>possessive pronoun</p> <p>adverbial</p> |