



## Forest Town Primary School

### English - Writing Knowledge Progression Grid

Kind  
Adventurous  
Persevere  
Responsible  
Independent  
Together

At Forest Town, we are writers! As writers, we want our children to develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. Writing encourages expression, oracy and higher order thinking skills and we have carefully designed opportunities for children to access a wide variety of texts, which allow children to then document and convey their own knowledge and ideas, building on experiences.

At the end of KS2, a Forest Town child will have:

- Become an **independent** learner through the clear progression in phonics which teaches them to segment for writing.
- Developed the process of planning, drafting and editing their work and evaluating others' writing. They will use **kindness** to give purposeful feedback and improvement prompts.
- The ability to work **together** and have a shared understanding of different purposes and audiences when writing.
- Shown that they are **adventurous** by frequently exploring and expanding their vocabulary.
- The ability to **persevere** in order to write with meaning and enjoyment showing that they can understand the purpose of their writing and can manipulate grammatical features to create interesting pieces.
- A determination to be excellent writers and feel a **responsibility** to produce polished pieces that can be shared with pride.

## WRITING

### CURRICULUM LEADERS

GILLIAN PYKETT

CLAIRE GREGG

REVIEWED – SEPTEMBER 2024



**Forest Town Primary School**  
**Writing Knowledge Progression Grid**  
Reviewed 2024

**Kind**  
**Adventurous**  
**Persevere**  
**Responsible**  
**Independent**  
**Together**

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Transcription</b>							
<b>Spelling</b>	Little Wandle Letters and Sounds	Little Wandle Letters and Sounds	Little Wandle Letters and Sounds Babcock Spelling	Babcock Spelling	Babcock Spelling	Babcock Spelling	Babcock Spelling
<b>Handwriting</b>	<ul style="list-style-type: none"><li>Know and write recognisable letters, most of which are correctly formed;</li><li>Know how to spell words by identifying sounds in them and representing the sounds with a letter or letters;</li><li>Know how to write simple phrases and sentences that can be read by others.</li></ul>	<ul style="list-style-type: none"><li>Know how to write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</li><li>Know how to sit correctly at a table, holding a pencil comfortably and correctly.</li><li>Know how to form digits 0-9.</li><li>Know how to understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li></ul>	<ul style="list-style-type: none"><li>Know how to write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li><li>Know how to form lower case letters of the correct size, relative to one another.</li><li>Know how to use spacing between words that reflects the size of the letters.</li><li>Know how to begin to use the diagonal and horizontal strokes needed to join letters.</li></ul>	<ul style="list-style-type: none"><li>Know how to use a neat, joined handwriting style with increasing accuracy and speed.</li><li>Know how 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.</li></ul>	<ul style="list-style-type: none"><li>Know how to increase the legibility, consistency and quality of their handwriting e.g 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.</li><li>Know how to confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</li></ul>	<ul style="list-style-type: none"><li>Know how 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.</li><li>Know what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</li><li>Know how to confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</li></ul>	<ul style="list-style-type: none"><li>Know how to write legibly, fluently and with increasing speed by:<ul style="list-style-type: none"><li>Knowing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</li><li>Knowing which writing implement to choose that is best suited for a task.</li></ul></li><li>Know how 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).</li></ul>
<b>Composition</b>							
<b>Planning, writing and editing</b>	<ul style="list-style-type: none"><li>Know how to write recognisable letters, most of which are correctly formed</li><li>Know how to spell words by identifying sounds in them and representing the sounds with a letter or letters;</li><li>Know how to write simple phrases and sentences that can be read by others.</li></ul>	<ul style="list-style-type: none"><li>Know how to say out loud what they are going to write about.</li><li>Know how to compose a sentence orally before writing it.</li><li>Know how to sequence sentences to form short narratives.</li><li>Know how to discuss what they have written with the teacher or other pupils.</li><li>Know how to reread their writing to check that it makes sense and to independently begin to make changes.</li><li>Know how to read their writing aloud clearly enough to be heard by their peers and the teacher.</li><li>Know how to use adjectives to describe.</li></ul>	<ul style="list-style-type: none"><li>Know how to write narratives about personal experiences and those of others (real and fictional).</li><li>Know how to write about real events.</li><li>Know how to write simple poetry.</li><li>Know how to plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</li><li>Know how to encapsulate what they want to say, sentence by sentence.</li><li>Know how to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</li><li>Know how to reread to check that their writing makes sense and that the correct tense is used throughout.</li><li>Know how to proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</li></ul>	<ul style="list-style-type: none"><li>Know how to begin to use ideas from their own reading and modelled examples to plan their writing.</li><li>Know how to proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</li><li>Know how to begin to organise their writing into paragraphs around a theme.</li><li>Know how to compose and rehearse sentences orally (including dialogue).</li></ul>	<ul style="list-style-type: none"><li>Know how to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li><li>Know how to consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</li><li>Know how to proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</li></ul>	<ul style="list-style-type: none"><li>Know how 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.</li><li>Know how to consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li><li>Know how to proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</li><li>Know how to consistently link ideas across paragraphs.</li><li>Know how to proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</li></ul>	<ul style="list-style-type: none"><li>Know how to note down and develop initial ideas, drawing on reading and research where necessary.</li><li>Know how to use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li><li>Know how to use a wide range of devices to build cohesion within and across paragraphs.</li><li>Know how to habitually proofread for spelling and punctuation errors.</li><li>Know how to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li><li>Know how to recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</li></ul>

<b>Awareness of audience, purpose and structure</b>		<ul style="list-style-type: none"> <li>Know how to use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</li> <li>Know how to start to engage readers by using adjectives to describe.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</li> <li>Know how to use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</li> <li>Know how to read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>Know how 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.</li> <li>Know how to begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</li> <li>Know how to make deliberate ambitious word choices to add detail.</li> <li>Know how to create settings, characters and plot in narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>Know how to write a range of narratives that are well- structured and well-paced.</li> <li>Know how to create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Know how 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.</li> <li>Know how to describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</li> <li>Know how to regularly use dialogue to convey a character and to advance the action.</li> <li>Know how to perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Know how 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.).</li> <li>Know how to distinguish between the language of speech and writing and to choose the appropriate level of formality.</li> <li>Know how 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).</li> </ul>
<b>Vocabulary, Grammar and Punctuation</b>							
<b>Sentence, construction and tense</b>	<ul style="list-style-type: none"> <li>Know how to write recognisable letters, most of which are correctly formed.</li> <li>Know how to spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Know how to write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use simple sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use the present tense and the past tense mostly correctly and consistently.</li> <li>Know how to form sentences with different forms: statement, question, exclamation, command.</li> <li>Know how to use some features of written Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</li> <li>Know how to use 'a' or 'an' correctly throughout a piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to always maintain an accurate tense throughout a piece of writing.</li> <li>Know how to always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> <li>Know how to ensure the consistent and correct use of tense throughout all pieces of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Know how 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.</li> </ul>
<b>Use of phrases and clauses</b>		<ul style="list-style-type: none"> <li>Know how to use the joining word (conjunction) 'and' to link ideas and sentences.</li> <li>Know how to begin to form simple compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use co-ordination (or/and/but).</li> <li>Know how to use some subordination (when/if/that/because).</li> <li>Know how to use expanded noun phrases to describe and specify (e.g. the blue butterfly).</li> </ul>	<ul style="list-style-type: none"> <li>Know how 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.</li> <li>Know how to use a range of conjunctions, adverbs and prepositions to show time, place and cause.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</li> <li>Know how to use expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li> <li>Know how to consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</li> <li>Know how 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.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use the subjunctive form in formal writing.</li> <li>Know how to use the perfect form of verbs to mark relationships of time and cause.</li> <li>Know how to use the passive voice.</li> <li>Know how to use question tags in informal writing.</li> </ul>
<b>Punctuation</b>		<ul style="list-style-type: none"> <li>Know how to use capital letters for names, places, the days of the week and the personal pronoun 'I'.</li> <li>Know how to use finger spaces.</li> <li>Know how to use full stops to end sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use the full range of punctuation taught at key stage 1 mostly correctly including: <ul style="list-style-type: none"> <li>capital letters, full stops, question marks and exclamation marks;</li> <li>commas to separate lists;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Know how to use the full range of punctuation from previous year groups.</li> <li>Know how to punctuate direct speech accurately, including the use of inverted commas.</li> </ul>	<ul style="list-style-type: none"> <li>Know how 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.</li> <li>Know how to consistently use apostrophes for</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use commas consistently to clarify meaning or to avoid ambiguity.</li> <li>Know how to use brackets, dashes or commas to indicate parenthesis.</li> </ul>	<ul style="list-style-type: none"> <li>Know how 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.</li> </ul>

		<ul style="list-style-type: none"><li>• Know how to begin to use question marks and exclamation marks.</li></ul>	<ul style="list-style-type: none"><li>◦ apostrophes to mark singular possession and contractions.</li></ul>		singular and plural possession.		
Use of terminology		<ul style="list-style-type: none"><li>• Know how to recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. (see Grammar Glossary)</li></ul>	<ul style="list-style-type: none"><li>• Know how to recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma. (see Grammar Glossary)</li></ul>	<ul style="list-style-type: none"><li>• Know how to recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks). (see Grammar Glossary)</li></ul>	<ul style="list-style-type: none"><li>• Know how to recognise and use the terms determiner, pronoun, possessive pronoun and adverbial. (see Grammar Glossary)</li></ul>	<ul style="list-style-type: none"><li>• Know how to use commas consistently to clarify meaning or to avoid ambiguity.</li><li>• Know how to use brackets, dashes or commas to indicate parenthesis. (see Grammar Glossary)</li></ul>	<ul style="list-style-type: none"><li>• Know how to recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. (see Grammar Glossary)</li></ul>