

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Writing (Letter)

Features		
<ul style="list-style-type: none"> At Early Years, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters At key stage 1 and 2, the key knowledge progression documents take full account of the National Curriculum’s writing strand and the Progression Through Genres document The transcription strand (spelling and handwriting), the composition strand and the grammar and punctuation strand of the national curriculum are outlined discretely and not within each genre If a statement does not appear in every year group, this does not mean it is not relevant to the subsequent year groups. Teachers need to take note of earlier statements and ensure children are still given the opportunity to practice, embed and master the knowledge or skill. Within the KCPDs, some statements may be covered earlier than they would appear in the TAFs. This will be demarcated in italics. 		
Early Years Framework		
Early Years Statutory Framework: Educational Programme Literacy	Early Learning Goal Literacy - Comprehension	Early Learning Goal Literacy – Writing
<p><i>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</i></p>	<ul style="list-style-type: none"> <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</i> <i>Anticipate – where appropriate – key events in stories.</i> <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</i> 	<ul style="list-style-type: none"> <i>Write recognisable letters, most of which are correctly formed</i> <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i> <i>Write simple phrases and sentences that can be read by others.</i>
Early Years Statutory Framework: Educational Programme Communication & Language	Early Learning Goal Communication & Language – Speaking	Early Learning Goal Communication & Language – Listening, Attention & Understanding
<p><i>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.</i></p>	<ul style="list-style-type: none"> <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i> <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> <i>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.</i> 	<ul style="list-style-type: none"> <i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i> <i>Make comments about what they have heard and ask questions to clarify their understanding.</i> <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i>

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Text Structure	<ul style="list-style-type: none"> Know that a letter can be sent or received. 	<ul style="list-style-type: none"> Know the purpose of sending a letter. Know who they are writing a letter to. 		<ul style="list-style-type: none"> L2.1 Know how to write a brief introduction and conclusion 	<ul style="list-style-type: none"> L3.1 Know how to write a clear introduction 	<ul style="list-style-type: none"> L4.1 Know how to write a clear introduction and conclusion 	<ul style="list-style-type: none"> L5.1 Know how to write a developed introduction and conclusion using all the letter layout features 	<ul style="list-style-type: none"> L6.1 Know how to write a well-constructed letter that answers the reader's questions 		
			<ul style="list-style-type: none"> L1.1 Know how to group ideas together for similarity 	<ul style="list-style-type: none"> L2.2 Know how to organise main ideas in groups 	<ul style="list-style-type: none"> L3.2 Know how to organise ideas together; paragraphs beginning to be used 	<ul style="list-style-type: none"> L4.2 Know how to organise paragraphs correctly into key ideas 	<ul style="list-style-type: none"> L5.2 Know how to develop paragraphs with prioritised information 	<ul style="list-style-type: none"> L6.2 Know how to prioritise information according to importance L6.3 Know how to set up a frame of response for the reply 		
			<ul style="list-style-type: none"> L1.2 Know how to group ideas into sentences in time sequence 	<ul style="list-style-type: none"> L2.3 Know how to use sequencing techniques (time related words) 	<ul style="list-style-type: none"> L3.3 Know how to use topic sentences to introduce new paragraphs L3.4 Know how to include key points about the visit/issue 	<ul style="list-style-type: none"> L4.3 Know how to make links between key ideas in the letter 	<ul style="list-style-type: none"> L5.3 Know how to make the purpose of the letter clear and transparent for reader 	<ul style="list-style-type: none"> L6.4 Know how to ensure the writer understands the impact and thinks about the response 		
		<ul style="list-style-type: none"> Know that letters are sent and can be posted. 	<ul style="list-style-type: none"> Know how to identify a letter based upon its layout. 			<ul style="list-style-type: none"> L3.5 Know how to include some letter layout features 	<ul style="list-style-type: none"> L4.4 Know how to include all letter layout features 			
					<ul style="list-style-type: none"> L2.4 Know how to write in the past tense mostly correctly and consistently 			<ul style="list-style-type: none"> L5.4 Know how to use formal language throughout to engage the reader 		

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Sentence	<ul style="list-style-type: none"> Know how to verbally talk a simple sentence, using 4-6 words, using some pronouns, with increased accuracy. Know how to extend a sentence aloud using 'and' with support from an adult. 	<ul style="list-style-type: none"> Know how to accurately apply pronouns to my spoken sentences. Know how to use pronouns within my written my phrase or sentence. Know how to write a simple sentence. 	<ul style="list-style-type: none"> L1.3 Know how to use simple pronouns and conjunctions 	<ul style="list-style-type: none"> L2.5 Know how to use correct subject/verb agreement e.g. I think... We want... 	<ul style="list-style-type: none"> L3.6 Know how to include extra description in simple sentences 	<ul style="list-style-type: none"> L4.5 Know how to vary sentence structures e.g. While we were at the park... As we arrived... 	<ul style="list-style-type: none"> L5.5 Know how to vary sentence length e.g. short/long 	<ul style="list-style-type: none"> L6.5 Know how to vary sentence length and type according to purpose 		
						<ul style="list-style-type: none"> L3.7 Know how to write some complex sentences e.g. when, if, as etc. 	<ul style="list-style-type: none"> L4.6 Know how to use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... 	<ul style="list-style-type: none"> L5.6 Know how to write complex sentences that use well known economic expression. e.g. Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. L5.7 Know how to use a wide range of subordinate conjunctions e.g. whilst, until, despite. 		
						<ul style="list-style-type: none"> L3.8 Know how to use prepositions (under, next to, through, behind, beneath) 			<ul style="list-style-type: none"> L6.6 Know how to use prepositional phrases used cleverly e.g. In the event of a fire... 	

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				<ul style="list-style-type: none"> L2.6 Know how to use simple adverbs e.g. quickly, slowly, yesterday, today 	<ul style="list-style-type: none"> L3.9 Know how to use adverbials e.g. When I reached home, ... 	<ul style="list-style-type: none"> L4.7 Know how to use adverbs to show how often or add subtlety of meaning e.g. additionally, frequently, suspiciously. 		<ul style="list-style-type: none"> L6.7 Know how to use fronted adverbials to clarify the writer's position e.g. As a consequence of your actions 	
				<ul style="list-style-type: none"> L2.7 Know how to use some modal verbs e.g. would, could, should. 	<ul style="list-style-type: none"> L3.10 Know how to use the correct tense of modal verbs e.g. can/ will 			<ul style="list-style-type: none"> L6.8 Know how to use verb forms with control and precision e.g. It would be helpful if you could let me know as this will enable us to take further action 	
							<ul style="list-style-type: none"> L5.8 Know how to use active and passive voice deliberately to heighten engagement e.g. the café chairs were broken. 		

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				<ul style="list-style-type: none"> L2.8 Know how to use simple noun phrases e.g. massive field 				<ul style="list-style-type: none"> L6.9 Know how to use complex noun phrases to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous. L6.10 Know how to use modifiers to intensify or qualify e.g. insignificant amount, exceptionally 	
Vocabulary	<ul style="list-style-type: none"> Ascribe meaning to their marks using specific vocabulary e.g. 'dear' 'to' and 'from'. 	<ul style="list-style-type: none"> Know some key vocabulary used within a letter such as 'dear' 'to' and 'from' including this in their writing. 	<ul style="list-style-type: none"> L1.4 Know how to use Y1 useful vocabulary e.g. Dear From I like I went I saw It was My favourite They were There was Next Then First After And, but, so, when 	<ul style="list-style-type: none"> L2.9 Know how to use Y2 useful vocabulary e.g. And, then, but, so, when. Dear Mr/Mrs.. Dear Sir/Madam.. Yours Sincerely Yours faithfully Later Afterwards After that Eventually I would like to... We felt... 	<ul style="list-style-type: none"> L3.11 Know how to use Y3 useful vocabulary e.g. While, if, as, when. I would like to inform you that... It has come to my attention that... Thank you for... I hope that... 	<ul style="list-style-type: none"> L4.8 Know how to use Y4 useful vocabulary e.g. As I stated earlier... Referring to... This is an unfortunate... It is with regret... I would be grateful if... It is with regret that... I look forward to hearing from you in due course. Use modal verbs to hint future action or possibilities e.g. should, would, could. 	<ul style="list-style-type: none"> L5.9 Know how to use Y5 useful vocabulary e.g. I appreciate... Whilst we were waiting... Your concern... Until this is resolved... Despite speaking to the duty manager... This is a disgrace... Unfortunately, ... Many other people also... I am delighted to inform you that... 	<ul style="list-style-type: none"> L6.11 Know how to use Y6 useful vocabulary e.g. Please do not hesitate to contact me... An early response would be greatly appreciated... Please accept my... I wish to express... The impact of... Despite continued efforts... Subsequently... 	