

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Writing (Instructions)

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. 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"> I2.1 Know how to write a statement about what is to be achieved 					
	<ul style="list-style-type: none"> Know how to sequence events in order based upon time with adult support. 	<ul style="list-style-type: none"> Know how to sequence events in order based upon time. 	<ul style="list-style-type: none"> I1.1 Know how to group ideas in sentences in time sequence 	<ul style="list-style-type: none"> I2.2 Know how to write in sequenced steps to achieve the goal 	<ul style="list-style-type: none"> I3.1 Know how to organise into clear points denoted by time 				
	<ul style="list-style-type: none"> Know and spot that numbers signal an order in a list or set of instructions. 	<ul style="list-style-type: none"> Know how to use numbers to signal an order when writing a list or set of instructions. 	<ul style="list-style-type: none"> I1.2 Know how to use numbers or bullet points to signal order 	<ul style="list-style-type: none"> I2.3 Know how to use diagrams and illustrations to make the process clearer 	<ul style="list-style-type: none"> I3.2 Know how to clearly outline ingredients and equipment needed 				
				<ul style="list-style-type: none"> I2.4 Know how to write in the past tense mostly correctly and consistently 					
	<ul style="list-style-type: none"> Know and have an awareness of what instructions are and how these are used. 	<ul style="list-style-type: none"> Know and have an awareness that instructions are written as a <u>command</u>. 	<ul style="list-style-type: none"> I1.3 Know how to write in the imperative e.g. sift the flour 						
								<ul style="list-style-type: none"> I5.1 Know how to write imaginative instructions using flair and humour 	

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						<ul style="list-style-type: none"> • I4.1 Know how to include precautionary advice in sentences e.g. Be careful not to over whisk as it will turn into butter • I4.2 Know how to include friendly tips/ suggestions to heighten the engagement e.g. This dish is served best with a dash of nutmeg. 			
							<ul style="list-style-type: none"> • I5.2 Know how to write accurate instructions for complicated processes 		
Sentence	<ul style="list-style-type: none"> • Know how to talk in a simple sentence, using 4-6 words. 	<ul style="list-style-type: none"> • Know how to verbally extend a sentence using 'and'/' 	<ul style="list-style-type: none"> • I1.4 Know how to use simple conjunctions to construct simple sentences e.g. and, but, then, so 		<ul style="list-style-type: none"> • I3.3 Know how to write some complex sentences using when, if, as etc. 	<ul style="list-style-type: none"> • I4.3 Know how to vary sentence structures e.g. While the pastry cooks... As the sauce thickens... 	<ul style="list-style-type: none"> • I5.3 Know how to use a wide range of subordinate conjunctions e.g. whilst, until, despite • I5.4 Know how to vary sentence length e.g. short/long. 		
	<ul style="list-style-type: none"> • Know how to follow simple instructions, understanding the command. 	<ul style="list-style-type: none"> • Know that instructions start with a command. 	<ul style="list-style-type: none"> • I1.5 Know how to use imperative verbs to start sentences e.g. spread, slice, cut 						

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			<ul style="list-style-type: none"> 11.6 Know sentences do not include pronouns and are written impersonally 						
				<ul style="list-style-type: none"> 12.5 Know how to use simple adverbs e.g. quickly, slowly, yesterday, today 	<ul style="list-style-type: none"> 13.4 Know how to use adverbials e.g. When the glue dries, attach the paperclip. 	<ul style="list-style-type: none"> 14.4 Know how to include adverbs to show how often or add subtlety of meaning e.g. additionally, frequently, suspiciously 			
				<ul style="list-style-type: none"> 12.6 Know how to use simple noun phrases e.g. long stick 	<ul style="list-style-type: none"> 13.5 Know how to write simple sentences with extra description 			<ul style="list-style-type: none"> 16.1 Know how to use complex noun phrases to add detail e.g. The golden pastry can be decorated with smaller pastry petals 6.2 Know how to use modifiers to intensify or qualify e.g. insignificant amount, exceptionally 16.3 Know how to use prepositional phrases e.g. In the event of overcooking... 	

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Vocabulary	Know and have exposure to words which direct and command. (E.g: chop, cut, mix, make)	Know and have an awareness that words can be used as commands. (E.g: chop, cut, mix, make)	<ul style="list-style-type: none"> • I1.7 Know how to use Y1 useful vocabulary e.g. 1, 2, 3, 4, 5 First Next After Cut Move Fold Stir Colour Paint 	<ul style="list-style-type: none"> • I2.7 Know how to use Y2 useful vocabulary e.g. First of all To start with Firstly Lastly Finally Carefully Gently Slowly Softly 	<ul style="list-style-type: none"> • I3.6 Know how to use Y3 useful vocabulary e.g. Afterwards After that To begin with Begin by Secondly The next step is to With a slow movement With a quick pull Try to 	<ul style="list-style-type: none"> • I4.5 Know how to use Y4 useful vocabulary e.g. Continue by... Carry on... Do this until... Stop when... When you have done this... Try not to... Avoid... 	<ul style="list-style-type: none"> • I5.5 Know how to use Y5 useful vocabulary e.g. Don't forget to... Be careful of... Don't worry about... Concentrate on... At this point 	<ul style="list-style-type: none"> • I6.4 Know how to use Y6 useful vocabulary e.g. Whilst that is... Focus on... Try to make sure that... When you do, don't... I would suggest... Many people at this stage... 	