

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Writing (Newspaper)

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"> Know some time related words and can use these within their talk. 	<ul style="list-style-type: none"> Know how to verbally use time related words, when discussing events. E.g <u>Last week</u>, the trees were chopped down. 	<ul style="list-style-type: none"> New1.1 Know how to group ideas in sentences in time sequence 	<ul style="list-style-type: none"> New2.1 Know how to sequence ideas using time related words 	<ul style="list-style-type: none"> New3.1 Know how to organise paragraphs by time/place 	<ul style="list-style-type: none"> New4.1 Know how to make links between key ideas in the newspaper e.g. who, what, where, when and why New4.2 Know how to keep information clear to orientate the reader 			
	<ul style="list-style-type: none"> Know what a title is. 	<ul style="list-style-type: none"> Know that newspapers have a particular layout and can identify a newspaper. Know some features of a newspaper layout. (E.g: title, columns) 		<ul style="list-style-type: none"> New2.2 Know how to write a brief introduction and conclusion 	<ul style="list-style-type: none"> New3.2 Know how to write a clear introduction 	<ul style="list-style-type: none"> New4.3 Know how to write a clear introduction and conclusion 	<ul style="list-style-type: none"> New5.1 Know how to write a developed introduction and conclusion using all the newspaper's layout features 	<ul style="list-style-type: none"> New6.1 Know how to write a well-constructed newspaper that answers the readers' questions 	
			<ul style="list-style-type: none"> New1.2 Know how to write in third person writing e.g. The man was run over 						
				<ul style="list-style-type: none"> New2.3 Know how to write in the past tense mostly correctly and consistently 					
	<ul style="list-style-type: none"> Know that a newspaper is something that you read. 	<ul style="list-style-type: none"> Know that a newspaper provides factual information. 	<ul style="list-style-type: none"> New1.3 Know how to describe what happens at the beginning 	<ul style="list-style-type: none"> New2.4 Know how to organise main ideas in groups 	<ul style="list-style-type: none"> New3.3 Know how to include points about the visit/issue 	<ul style="list-style-type: none"> New4.4 Know how to correctly organise paragraphs correctly into key ideas 	<ul style="list-style-type: none"> New5.2 Know how to develop paragraphs with prioritised information into columns 	<ul style="list-style-type: none"> New6.2 Know how to prioritise information according to importance New6.3 Know how to set up a frame of response for the reply 	

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				<ul style="list-style-type: none"> New2.5 Know how to include a photo and caption 	<ul style="list-style-type: none"> New3.4 Know how to include some newspaper layout features New3.5 Know how to write a topic sentence New3.6 Know how to write a bold eye-catching headline 	<ul style="list-style-type: none"> New4.5 Know how to include all newspaper layout features New4.6 Know how to include a bold eye-catching headline which includes alliteration 	<ul style="list-style-type: none"> New5.3 Know how to use subheadings as an organisational device New5.4 Know how to ensure quotations are succinct/ emotive 	<ul style="list-style-type: none"> New6.4 Know how to write headlines which include puns 	
							<ul style="list-style-type: none"> New5.5 Know how to use formal language throughout to engage the reader 		
									<ul style="list-style-type: none"> New6.5 Know about the impact and think about the response
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"> New1.4 Know how to construct simple sentences using use simple conjunctions e.g. and, but, then, so. Y2 TAF 		<ul style="list-style-type: none"> New3.7 Know how to construct some complex sentences using when, if, as etc. 	<ul style="list-style-type: none"> New4.7 Know how to vary sentence structures e.g. While the witness was distracted... As the police arrived... 	<ul style="list-style-type: none"> New5.6 Know how to use a wide range of subordinate conjunctions e.g. whilst, until, despite. New5.7 Know how to vary sentence length e.g. short/long. 	<ul style="list-style-type: none"> New6.6 Know how to vary sentence length and type according to purpose 	
				<ul style="list-style-type: none"> New2.6 Know how to use some modal verbs e.g. would, could, should. Y3 TAF 	<ul style="list-style-type: none"> New3.8 Know how to use tense consistently e.g. modal verbs can/will 				

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				<ul style="list-style-type: none"> New2.7 Know how to use correct subject/verb agreement e.g. He was... They were... It happened... 				<ul style="list-style-type: none"> New6.7 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"> New2.8 Know how to use simple adverbs e.g. quickly, slowly, yesterday, today 	<ul style="list-style-type: none"> New3.9 Know how to use adverbials e.g. As the police arrived, 	<ul style="list-style-type: none"> New4.8 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"> New6.8 Know how to use fronted adverbials to clarify writer's position e.g. As a consequence of the accident... 	
				<ul style="list-style-type: none"> New2.9 Know how to use simple noun phrases e.g. red shoes 	<ul style="list-style-type: none"> New3.10 Know how to write simple sentences with extra description 	<ul style="list-style-type: none"> New4.9 Know how to use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... YS TAF 		<ul style="list-style-type: none"> New6.9 Know how to use complex noun phrases to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous New6.10 Know how to use modifiers to intensify or qualify e.g. insignificant amount, exceptionally 	
					<ul style="list-style-type: none"> New3.11 Know how to use prepositions (under, next to, through, behind, beneath) 			<ul style="list-style-type: none"> New6.11 Know how to use prepositional phrases cleverly e.g. In the event of a fire... 	

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							<ul style="list-style-type: none"> New5.8 Know how to use active and passive voice deliberately to heighten engagement e.g. the café chairs were broken. 		
							<ul style="list-style-type: none"> New5.9 Know how to use 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 		
Vocabulary	<ul style="list-style-type: none"> Know the vocabulary of 'first', 'then' and 'after', using this within their talk with increased accuracy. 	<ul style="list-style-type: none"> Know some time related words and use these within their writing. E.g: first, then, after. 	<ul style="list-style-type: none"> New1.5 Know how to use Y1 useful vocabulary e.g. On Monday... The accident... People felt... Happened Angry Upset First Next After When Then So But It was... 	<ul style="list-style-type: none"> New2.10 Know how to use Y2 useful vocabulary e.g. It was a terrible... The scene was... Many passers-by... Some children were... Shocking Awful Amazing Incredible Afterwards 	<ul style="list-style-type: none"> New3.12 Know how to use Y3 useful vocabulary e.g. While, if, as, when Witnesses felt... He reported that... He also claimed that... She went on to state that... He continued by... Hours later Unfortunately Fortunately 	<ul style="list-style-type: none"> New4.10 Know how to use Y4 useful vocabulary e.g. John Smith (64), a retired community officer said... Within minutes... The school confirmed that... She claimed that... He continued by informing us that... Police were... 	<ul style="list-style-type: none"> New5.10 Know how to use Y5 useful vocabulary e.g. Until this is resolved... Unfortunately, ... Chaos ensued... Many panicked when... He disputed... She refused to accept that... The parents agreed that... Witnesses... Pupils emphasized... They spoke to... In addition to this... 	<ul style="list-style-type: none"> New6.12 Know how to use Y6 useful vocabulary e.g. The impact of... Despite continued efforts... Subsequently... The appointed spokesman... In addition, ... Mrs Hedges emphasized... Tragic... Crisis situation Epic proportions... Many parents refused to accept... The horror... Politicians also spoke of how... 	