

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Writing (Recount)

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 some time related words and can use these within their talk. Know and begin to sequence pictures to recount events/stories with increasing accuracy. 	<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. Know how to sequence pictures to recount events/stories. 	<ul style="list-style-type: none"> R1.1 Know how to group ideas together in time sequence 	<ul style="list-style-type: none"> R2.1 Know how to organise ideas in chronological order using conjunctions that signal time 		<ul style="list-style-type: none"> R4.1 Know how to add links between sentences to navigate the reader from one idea to the next 	<ul style="list-style-type: none"> R5.1 Know how to organise information chronologically with clear signals to the reader about time, place and personal response 		
				<ul style="list-style-type: none"> R2.2 Know how to organise main ideas into groups 	<ul style="list-style-type: none"> R3.1 Know how to organise ideas together; paragraphs beginning to be used 	<ul style="list-style-type: none"> R4.2 Know how to organise paragraphs correctly using key events 		<ul style="list-style-type: none"> R6.1 Know how to prioritise information according to importance R6.2 Know how to set up a frame of response for the reply 	
				<ul style="list-style-type: none"> R2.3 Know how to write a brief introduction and conclusion 	<ul style="list-style-type: none"> R3.2 Know how to write a clear introduction R3.3 Know how to write a closing statement to summarise the overall impact 	<ul style="list-style-type: none"> R4.3 Know how to write a clear introduction and conclusion 	<ul style="list-style-type: none"> R5.2 Know how to write a developed introduction and conclusion including elaborated personal response 	<ul style="list-style-type: none"> R6.3 Know how to write a well-constructed report which answers the readers' questions 	
	<ul style="list-style-type: none"> Know how to talk a simple sentence, recalling events using 'I' or 'we.' 	<ul style="list-style-type: none"> Know how to write a sentence focusing on an individual or group participants when recalling events, using 'I' or 'we' 	<ul style="list-style-type: none"> R1.2 Know how to write in first person R1.3 Know how to write focusing on individual or group participants e.g. I, we 						
							<ul style="list-style-type: none"> R4.4 Know how to use elaboration to reveal the writer's emotions and responses 	<ul style="list-style-type: none"> R5.3 Know how to use a detailed and engaging description of events 	

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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"> R1.4 Know how to construct simple sentences using simple conjunctions e.g. and, but, then, so 	<ul style="list-style-type: none"> R2.4 Know how to use correct subject/verb agreement e.g. He was... They were... It happened... R2.5 Know how to use some modal verbs e.g. would, could, should 	<ul style="list-style-type: none"> R3.4 Know how to write some complex sentences e.g. when, if, as etc. R3.5 Know how to write in consistent tense e.g. modal verbs can/will 	<ul style="list-style-type: none"> R4.5 Know how to vary sentence structures for interest and impact e.g. While we watched the sea lion show... 	<ul style="list-style-type: none"> R5.4 Know the purpose of a recount is to share an experience revealing the writer's perspective R5.5 Know how to use a wide range of subordinate conjunctions e.g. whilst, until, despite. R5.6 Know how to vary sentence length e.g. short/long. 	<ul style="list-style-type: none"> R6.4 Know the impact and think about the response R6.5 Know how to use a range of devices to build cohesion (e.g. conjunctions,) within and across paragraphs R6.6 Know how to vary sentence length and type according to purpose R6.7 Know how to use verb forms with control and precision e.g. It would be regrettable if the wild life funds come to an end 	

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				<ul style="list-style-type: none"> R2.6 Know how to use simple noun phrases e.g. large tiger 	<ul style="list-style-type: none"> R3.6 Know how to write simple sentences with extra description (Including expanded noun phrases) 	<ul style="list-style-type: none"> R4.6 Know how to use embedded/ relative clauses e.g. Penguins, which are very agile, 		<ul style="list-style-type: none"> R6.8 Know how to use complex noun phrases to add detail e.g. The fragile eggs are slowly removed from the large mother hen. R6.9 Know how to use modifiers to intensify or qualify e.g. insignificant amount, exceptionally 		
					<ul style="list-style-type: none"> R3.7 Know how to use prepositions (under, next to, through, behind, beneath) 			<ul style="list-style-type: none"> R6.10 Know how to use prepositional phrases cleverly e.g. In the event of a fire... 		
				<ul style="list-style-type: none"> R2.7 Know how to use simple adverbs e.g. quickly, slowly, yesterday, today 	<ul style="list-style-type: none"> R3.8 Know how to use adverbials e.g. When we arrived, 	<ul style="list-style-type: none"> R4.7 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"> R6.11 Know how to use fronted adverbials to clarify the writer's position e.g. As a consequence of our actions 		
							<ul style="list-style-type: none"> R4.8 Know how to build sentences from a general idea to more specific 			
							<ul style="list-style-type: none"> R4.9 Know how to use emotive language to show personal response e.g. fabulous, showcase inspired me 	<ul style="list-style-type: none"> R5.7 Know how to use active and passive voice deliberately to heighten engagement e.g. Giraffes left the enclosure 		

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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"> R1.5 Know how to use Y1 useful vocabulary e.g. First Next After Finally The best part was The worst part was I liked I didn't like 	<ul style="list-style-type: none"> R2.8 Know how to use Y2 useful vocabulary e.g. Afterwards After that When Suddenly Just then Much later I found it interesting when I found it boring when I didn't expect 	<ul style="list-style-type: none"> R3.9 Know how to use Y3 useful vocabulary e.g. Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that It was difficult to 	<ul style="list-style-type: none"> R4.10 Know how to use Y4 useful vocabulary e.g. Later on... Before long... At that very moment... At precisely... When this was complete... I was gripped by... I felt overwhelmed when... I was personally affected by... This has changed how I feel about... 	<ul style="list-style-type: none"> R5.8 Know how to use Y5 useful vocabulary e.g. As it happened As a result of Consequently Subsequently Unlike the rest of the group, I felt... In a flash... Presently Meanwhile In conclusion The experience overall... 	<ul style="list-style-type: none"> R6.12 Know how to use Y6 useful vocabulary e.g. They are unusually They are rarely They are never... They are very... Generally Be careful if you Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half Less than half... 	