

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Writing (Non chronological report)

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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Early Years Statutory Framework: Educational Programme Understanding the World	Early Learning Goal Understanding the World – The Natural World	Early Learning Goal Understanding the World – People, Culture & Communities	Early Learning Goal Understanding the World – Past & Present
<p><i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</i></p>	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Text Structure			<ul style="list-style-type: none"> • NC1.1 Know how to group ideas together for similarity 	<ul style="list-style-type: none"> • NC2.1 Know how to organise main ideas in groups 	<ul style="list-style-type: none"> • NC3.1 now how to organise ideas together around a key topic sentence; paragraphs beginning to be used 	<ul style="list-style-type: none"> • NC4.1 Know how to organise paragraphs correctly into key ideas 		<ul style="list-style-type: none"> • NC6.1 Know how to prioritise information according to importance • NC6.2 Know how to set up a frame of response for the reply 	
			<ul style="list-style-type: none"> • NC1.2 Know how to write in third person e.g. The man was run over 						

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				<ul style="list-style-type: none"> NC2.2 Know how to write a brief introduction and conclusion 	<ul style="list-style-type: none"> NC3.2 Know how to write a clear introduction 	<ul style="list-style-type: none"> NC4.2 Know how to write a clear introduction and conclusion 	<ul style="list-style-type: none"> NC5.1 Know how to write a developed introduction and conclusion using all the layout features 		
					<ul style="list-style-type: none"> NC3.3 Know how to use sub-headings 	<ul style="list-style-type: none"> NC4.3 Know how to use sub-headings to organise information e.g. Qualities, body parts, behaviour 	<ul style="list-style-type: none"> NC5.2 Know how to use generalised sentences to categorise and sort information for the reader 		
						<ul style="list-style-type: none"> NC4.4 Know how to link sentences to help the reader navigate from one idea to the next 			
	<ul style="list-style-type: none"> Know and have an awareness between fiction and non-fiction books. Know and have increased interest in non-fiction books/texts. 	<ul style="list-style-type: none"> Know the different between fiction and non-fiction. Know that non-fiction provides us with real information Know that a report is to provide factual information. Know how to retrieve information from a simple report with adult support. 					<ul style="list-style-type: none"> NC5.3 Know that the purpose of the report is to inform the reader and to describe the way things are 	<ul style="list-style-type: none"> NC6.3 Know how to write a well-constructed report which answers the reader's questions NC6.4 Know the impact and think about the response 	

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Sentence							<ul style="list-style-type: none"> NC5.4 Know how to write a technical and accurate description of the phenomenon 		
							<ul style="list-style-type: none"> NC5.5 Know how to use formal and technical language throughout to engage the reader 		
	<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"> NC1.3 Know how to use simple conjunctions to construct simple sentences e.g. and, but, then, so. 		<ul style="list-style-type: none"> NC3.4 Know how to write some complex sentences using when, if, as etc. 	<ul style="list-style-type: none"> NC4.5 Know how to vary sentence structure e.g. While the eggs hatch female penguins ... 	<ul style="list-style-type: none"> NC5.6 Know how to use a wide range of subordinate conjunctions e.g. whilst, until, despite NC5.7 Know how to vary sentence length e.g. short/long. 	<ul style="list-style-type: none"> NC6.5 Know how to vary sentence length and type according to purpose 	
				<ul style="list-style-type: none"> NC2.3 Know how to use correct subject/verb agreement e.g. He was... They were... It happened... 	<ul style="list-style-type: none"> NC3.5 Know how to keep tense consistent e.g. modal verbs can/will 			<ul style="list-style-type: none"> NC6.6 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 	
				<ul style="list-style-type: none"> NC2.4 Know how to use some modal verbs e.g. would, could, should NC2.5 Know how to use simple adverbs e.g. quickly, slowly, yesterday, today 	<ul style="list-style-type: none"> NC3.6 Know how to use adverbials e.g. When the caterpillar makes a cocoon... 	<ul style="list-style-type: none"> NC4.6 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"> NC6.7 Know how to use fronted adverbials to clarify writers position e.g. As a consequence of their actions... 	

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				<ul style="list-style-type: none"> NC2.6 Know how to use simple noun phrases e.g. large tiger 	<ul style="list-style-type: none"> NC3.7 Know how to write simple sentences with extra description 	<ul style="list-style-type: none"> NC4.7 Know how to use embedded/ relative clauses e.g. Penguins, which are very agile, 		<ul style="list-style-type: none"> NC6.8 Know how to use complex noun phrases to add detail e.g. The fragile eggs are slowly removed from the large mother hen NC6.9 Know how to use modifiers to intensify or qualify e.g. insignificant amount, exceptionally 		
					<ul style="list-style-type: none"> NC3.8 Know how to use prepositions (under, next to, through, behind, beneath) 			<ul style="list-style-type: none"> NC6.10 Know how to use prepositional phrases cleverly e.g. In the event of a fire... 		
							<ul style="list-style-type: none"> NC4.8 Know how to build sentences from a general idea to more specific 			
							<ul style="list-style-type: none"> NC4.9 Know how to use technical vocabulary to show the reader the writer's expertise 			
								<ul style="list-style-type: none"> NC5.8 Know how to use active and passive voice deliberately to heighten engagement e.g. The eggs were removed from the beach. 		

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Vocabulary	<ul style="list-style-type: none"> Know and acquire new vocabulary based upon exposure to non-fiction content. 	<ul style="list-style-type: none"> Know how to recall facts and information using acquired vocabulary. (E.g: These animals can be grouped into polar.) 	<ul style="list-style-type: none"> NC1.4 Know how to use Y1 useful vocabulary e.g. _____ are... _____ is... They are... The different... This is a _____ There are _____ These can be grouped _____ 	<ul style="list-style-type: none"> NC2.7 Know how to use Y2 useful vocabulary e.g. They like to They can It can Like many I am going to There are two sorts of They live in The _____ have but the _____ have _____ 	<ul style="list-style-type: none"> NC3.9 Know how to use Y3 useful vocabulary e.g. The following report They don't It doesn't Sometimes Often Most 	<ul style="list-style-type: none"> NC4.10 Know how to use Y4 useful vocabulary e.g. This report will The following Information Usually Normally Even though Despite the fact As a rule 	<ul style="list-style-type: none"> NC5.9 Know how to use Y5 useful vocabulary e.g. The purpose of this report/article is to... The information presented will... Some experts believe... This article is designed to Many specialists consider Firstly, I will... It can be difficult _____ will enable you to understand. Unlike Despite Although Like many 	<ul style="list-style-type: none"> NC6.11 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... 	