

## KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Writing (Biography)

Features		
<ul style="list-style-type: none"> <li>• At Early Years, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters</li> <li>• 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</li> <li>• 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</li> <li>• 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.</li> <li>• Within the KCPDs, some statements may be covered earlier than they would appear in the TAFs. This will be demarcated in italics.</li> </ul>		
Early Years Framework		
Early Years Statutory Framework: Educational Programme <b>Literacy</b>	Early Learning Goal <b>Literacy - Comprehension</b>	Early Learning Goal <b>Literacy – Writing</b>
<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"> <li>▪ <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</i></li> <li>▪ <i>Anticipate – where appropriate – key events in stories.</i></li> <li>▪ <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Write recognisable letters, most of which are correctly formed</i></li> <li>▪ <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></li> <li>▪ <i>Write simple phrases and sentences that can be read by others.</i></li> </ul>
Early Years Statutory Framework: Educational Programme <b>Communication &amp; Language</b>	Early Learning Goal <b>Communication &amp; Language – Speaking</b>	Early Learning Goal <b>Communication &amp; Language – Listening, Attention &amp; Understanding</b>
<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"> <li>▪ <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i></li> <li>▪ <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i></li> <li>▪ <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></li> </ul>	<ul style="list-style-type: none"> <li>▪ <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></li> <li>▪ <i>Make comments about what they have heard and ask questions to clarify their understanding.</i></li> <li>▪ <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i></li> </ul>

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Text Structure			<ul style="list-style-type: none"> <li>B1.1 Know how to group ideas together for similarity</li> </ul>	<ul style="list-style-type: none"> <li>B2.1 Know how to organise main ideas in groups</li> </ul>	<ul style="list-style-type: none"> <li>B3.1 Know how to organise ideas together; paragraphs beginning to be used</li> </ul>	<ul style="list-style-type: none"> <li>B4.1 Know how to organise paragraphs correctly into key ideas</li> </ul>	<ul style="list-style-type: none"> <li>B5.1 Know how to develop paragraphs with prioritised information</li> </ul>			
	<ul style="list-style-type: none"> <li>Know how to use 'I' first person correctly when they are talking about themselves. (E.g: I would like a cake.)</li> </ul>	<ul style="list-style-type: none"> <li>Know that using 'I' identifies first person (they are writing about themselves)</li> </ul>	<ul style="list-style-type: none"> <li>B1.2 Know how to write in first person</li> </ul>							
				<ul style="list-style-type: none"> <li>B2.2 Know how to write a brief introduction and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>B3.2 Know how to write a clear introduction</li> </ul>	<ul style="list-style-type: none"> <li>B4.2 Know how to write a clear introduction and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>B5.2 Know how to write a developed introduction and conclusion using all the argument or leaflet layout features</li> </ul>			
				<ul style="list-style-type: none"> <li>B2.3 Know how to write with an impersonal style</li> </ul>						
					<ul style="list-style-type: none"> <li>B3.3 Know how to choose which points to use about subject/issue</li> </ul>	<ul style="list-style-type: none"> <li>B4.3 Know how to write topic sentences</li> </ul>				
						<ul style="list-style-type: none"> <li>B4.4 Know how to make links between key ideas in the letter</li> </ul>				
							<ul style="list-style-type: none"> <li>B5.3 Know how to make both viewpoints transparent for reader</li> </ul>	<ul style="list-style-type: none"> <li>B6.1 Know how to prioritise Information according to the writer's point of view</li> </ul>		
							<ul style="list-style-type: none"> <li>B5.4 Know how to use emotive language throughout to engage the reader</li> </ul>	<ul style="list-style-type: none"> <li>B6.2 Know how to use emotive language to impact the reader and think about the response</li> </ul>		

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								<ul style="list-style-type: none"> <li>B6.3 Know how to write well-constructed arguments that answer the reader's questions</li> </ul>		
Sentence	<ul style="list-style-type: none"> <li>Know how to talk in a simple sentence, using 4-6 words.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to verbally extend a sentence using 'and'</li> </ul>	<ul style="list-style-type: none"> <li>B1.3 Know how to use simple conjunctions to construct simple sentences e.g. and, but, then, so</li> </ul>		<ul style="list-style-type: none"> <li>B3.4 Know how to write some complex sentences using when, if, as etc.</li> </ul>	<ul style="list-style-type: none"> <li>B4.5 Know how to vary sentence structures e.g. While we were at the park... As we arrived...</li> </ul>	<ul style="list-style-type: none"> <li>B5.5 Know how to use a wide range of subordinate conjunctions e.g. whilst, until, despite</li> <li>B5.6 Know how to vary sentence length e.g. short/long</li> </ul>	<ul style="list-style-type: none"> <li>B6.4 Know how to vary sentence length and type according to purpose</li> </ul>		
	<ul style="list-style-type: none"> <li>Know how to verbally generate sentences based upon other people, using 4-6 words. e.g. <u>She took</u> my toy.</li> </ul>	<ul style="list-style-type: none"> <li>Know some pronouns e.g. he, she, they.</li> <li>Know how to generate sentences based upon other people, using pronouns. e.g. He ran...</li> </ul>		<ul style="list-style-type: none"> <li>B2.4 Know how to use correct subject/verb agreement e.g. He was... They were... It happened...</li> </ul>	<ul style="list-style-type: none"> <li>B3.5 Know how to keep tense consistent e.g. modal verbs could/might</li> </ul>			<ul style="list-style-type: none"> <li>B6.5 Know how to use verb forms with control and precision e.g. It will be a global crisis if people do not take a stand against...</li> </ul>		
				<ul style="list-style-type: none"> <li>B2.5 Know how to use some modal verbs e.g. would, could, should</li> </ul>						
				<ul style="list-style-type: none"> <li>B2.6 Know how to use simple adverbs e.g. yesterday, last week</li> </ul>	<ul style="list-style-type: none"> <li>B3.6 Know how to use adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel</li> </ul>	<ul style="list-style-type: none"> <li>B4.6 Know how to include adverbs to show how often e.g. additionally, frequently, rarely</li> </ul>		<ul style="list-style-type: none"> <li>B6.6 Know how to use fronted adverbials to clarify writer's position e.g. As a consequence of your actions...</li> </ul>		

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	<ul style="list-style-type: none"> <li>Know how to verbally use descriptive vocabulary to add extra emphasis/detail</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use descriptive vocabulary within a simple sentence to add extra emphasis/detail</li> </ul>		<ul style="list-style-type: none"> <li>B2.7 Know how to use simple noun phrases e.g. angry mum</li> <li>B2.8 Know how to use ambitious adjectives to grab the reader's attention</li> </ul>	<ul style="list-style-type: none"> <li>B3.7 Know how to write simple sentences with extra description</li> </ul>	<ul style="list-style-type: none"> <li>B4.7 Know how to use embedded/relative clauses e.g. Mrs Holt, who was very angry... The angry mob, who had broken the barricade...</li> </ul>		<ul style="list-style-type: none"> <li>B6.7 Know how to use complex noun phrases to add detail e.g. the phenomenal impact of using showers instead of baths...</li> <li>B6.8 Know how to use modifiers to intensify or qualify e.g. insignificant amount, exceptionally</li> </ul>	
					<ul style="list-style-type: none"> <li>B3.8 Know how to use prepositions (under, next to, through, behind, beneath)</li> </ul>			<ul style="list-style-type: none"> <li>B6.9 Know how to use prepositional phrases cleverly e.g. In the event of a blackout...</li> </ul>	
				<ul style="list-style-type: none"> <li>B2.9 Know how to use rhetorical questions</li> </ul>		<ul style="list-style-type: none"> <li>B4.8 Know how to use more complicated rhetorical questions e.g. Have you ever considered the impact of...?</li> </ul>			
					<ul style="list-style-type: none"> <li>B3.9 Know how to start sentences with verbs e.g. imagine, consider, enjoy</li> </ul>				
								<ul style="list-style-type: none"> <li>B5.7 Know how to use active and passive voice deliberately to heighten engagement e.g. the café chairs were broken</li> </ul>	

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							<ul style="list-style-type: none"> <li>• B5.8 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</li> </ul>		
							<ul style="list-style-type: none"> <li>• B5.9 Know how to use persuasive statements to change the reader's opinion e.g. you will never need to...</li> </ul>		

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Vocabulary	<ul style="list-style-type: none"> <li>Know how to use 'he' 'she' and 'they' when talking about others.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use subject-specific vocabulary to describe other people's lives. e.g She lived... He went to... They believed...</li> </ul>	<ul style="list-style-type: none"> <li>B1.4 Know how to use Y1 useful vocabulary e.g. but because some people like... some people feel... some people believe... other people like... other people feel... other people believe...</li> </ul>	<ul style="list-style-type: none"> <li>B2.10 Know how to use Y2 useful vocabulary e.g. I am going to... In fact... It seems... To sum this up... The opposite view of this is... Not everyone agrees with this...</li> </ul>	<ul style="list-style-type: none"> <li>B3.10 Know how to use Y3 useful vocabulary e.g. I will begin by... Maybe... Firstly... Many people are concerned that... I wonder... Sometimes It could be argued that... Therefore... My overall feeling/opinion is... An example of this is... It is clear that...</li> </ul>	<ul style="list-style-type: none"> <li>B4.9 Know how to use Y4 useful vocabulary e.g. This piece of writing will... ...feel convinced... I intend to... On the other hand, ... In addition, ... It is surprising that... On balance... Finally, I would like to add... My next point concerns... Furthermore Having looked at both sides, I think...because... Having considered the arguments for and against... Whilst...</li> </ul>	<ul style="list-style-type: none"> <li>B5.10 Know how to use Y5 useful vocabulary e.g. It strikes me that... My intention is to... To do this I will... As I see it... It appears to me... Naturally... It is precisely because... Subsequently... Doubtless... Nevertheless... In stark contrast... Contrary to this position... It would seem logical... Let us consider the impact... In conclusion... The evidence presented leads me to conclude...</li> </ul>	<ul style="list-style-type: none"> <li>B6.10 Know how to use Y6 useful vocabulary e.g. I will present... Following that I will... One argument for this is that... ...fundamentally flawed... ...an easy answer that avoids... I would counter this view... It seems plausible to... Moreover... In point of fact... The evidence I would use to support this is... It surprises me that... It is my conviction... Finally, I would like to add... Even though there has been a long history of activists...</li> </ul>	