

## KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Composition

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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Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<ul style="list-style-type: none"> <li>Know that communication is for a purpose.</li> <li>Know that they can express their ideas through talk.</li> <li>Know and increasingly apply new vocabulary.</li> <li>Know how to develop narrative within play.</li> </ul>	<ul style="list-style-type: none"> <li>Know and develop understanding of new vocabulary.</li> <li>Know what they want to say and share their ideas with an adult.</li> <li>Know how to talk a short sentence aloud.</li> <li>Know and <u>recall</u> a short sentence verbally.</li> </ul>	<ul style="list-style-type: none"> <li>C1.1 Know how to say out loud what they are going to write about</li> <li>C1.2 Know how to compose a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>C2.1 Know how to plan or speak out loud before writing e.g. ideas, vocabulary</li> <li>C2.2 Know how to encapsulate what they want to say, sentence by sentence</li> </ul>	<ul style="list-style-type: none"> <li>C3.1 Know how to plan writing by discussing similar writing to learn from its structure, vocabulary and grammar</li> <li>C3.2 Know how to discuss and record ideas</li> <li>C3.3 Know how to compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>C4.1 Know how to plan writing by discussing similar writing to learn from its structure, vocabulary and grammar</li> <li>C4.2 Know how to discuss and record ideas</li> <li>C4.3 Know how to compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>C5.1 Know how to plan writing by identifying the audience and purpose</li> <li>C5.2 Know how to select the appropriate form and use other similar writing as models for their own</li> <li>C5.3 Know how to develop initial ideas, drawing on reading and research</li> </ul>		
<ul style="list-style-type: none"> <li>Know how to verbally sequence a short story, event or activity using prompts.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to verbally sequence a familiar narrative, event or activity at length using prompts.</li> </ul>	<ul style="list-style-type: none"> <li>C1.3 Know how words combine to make sentences</li> <li>C1.4 Know how to sequence sentences to form short narratives</li> </ul>		<ul style="list-style-type: none"> <li>C3.4 Know how to organise paragraphs around a theme</li> </ul>	<ul style="list-style-type: none"> <li>C4.4 Know how to organise paragraphs around a theme</li> </ul>	<ul style="list-style-type: none"> <li>C5.4 Know how to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>		
<ul style="list-style-type: none"> <li>Know how to repeat a sentence when modelled by an adult if incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to begin reading their writing to check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>C1.5 Know how to re-read what they have written to check it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>C2.3 Know how to ensure that verbs used to indicate time are used correctly and consistently</li> </ul>	<ul style="list-style-type: none"> <li>C3.5 Know how to propose changes to grammar and vocabulary e.g. use of pronouns in sentences</li> </ul>	<ul style="list-style-type: none"> <li>C4.5 Know how to propose changes to grammar and vocabulary e.g. use of pronouns in sentences</li> </ul>	<ul style="list-style-type: none"> <li>C5.5 Know how to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>		
<ul style="list-style-type: none"> <li>Know to add or adapt work when supported by an adult.</li> </ul>	<ul style="list-style-type: none"> <li>Know to add or adapt work if identified by an adult.</li> </ul>		<ul style="list-style-type: none"> <li>C2.4 Know how to make simple additions, revisions and corrections to their own writing</li> </ul>	<ul style="list-style-type: none"> <li>C3.6 Know how to proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>C4.6 Know how to proof-read for spelling and punctuation errors</li> </ul>			

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			<ul style="list-style-type: none"> <li>• C2.5 Know how to proof-read to check for errors in spelling, grammar and punctuation</li> </ul>					
<ul style="list-style-type: none"> <li>• Know how to ascribe meaning to the marks they have made.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to reflect on their writing by talking to an adult about their work.</li> </ul>	<ul style="list-style-type: none"> <li>• C1.6 Know how to discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• C2.6 Know how to evaluate their writing with the teacher and other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• C3.7 Know how to suggest the effectiveness of their own and others' writing and suggest improvements</li> </ul>	<ul style="list-style-type: none"> <li>• C4.7 Know how to suggest the effectiveness of their own and others' writing and suggest improvements</li> </ul>	<ul style="list-style-type: none"> <li>• C5.6 Know how to assess the effectiveness of their own and others' writing and suggest improvements</li> </ul>		
<ul style="list-style-type: none"> <li>• Know how to share ideas aloud in a small group.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to share ideas aloud in a group, or whole class situation.</li> </ul>	<ul style="list-style-type: none"> <li>• C1.7 Know how to read aloud their writing clearly enough to be heard by their peers</li> </ul>	<ul style="list-style-type: none"> <li>• C2.7 Know how to read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• C3.8 Know how to read aloud what they have written with appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>		<ul style="list-style-type: none"> <li>• C5.7 Know how to perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</li> </ul>		
<ul style="list-style-type: none"> <li>• Know and have an awareness of different writing genres (e.g: letters, invitations)</li> <li>• Know and talk about the different genres within play. (E.g: I am going to invite you to my party.)</li> </ul>	<ul style="list-style-type: none"> <li>• Know different types of writing genres (e.g: letters, instructions.)</li> <li>• Know the most appropriate genre to use.</li> <li>• Know, explore and use different writing genres within play. (E.g: I am writing a letter to Mummy.)</li> </ul>		<ul style="list-style-type: none"> <li>• C2.8 Know how to develop positive attitudes and stamina for writing a range of genres e.g. narratives, real events, poetry and different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• C4.8 Know how to read aloud what they have written with appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>				
						<ul style="list-style-type: none"> <li>• C5.8 Know how to précis longer passages</li> </ul>		