



## Writing Knowledge Progression in Westfield

		Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting			<ol style="list-style-type: none"><li>1. Sit correctly at a table, holding a pencil comfortably and correctly.</li><li>2. Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li><li>3. Form capital letters.</li><li>4. Form digits 0-9.</li><li>5. Understand which letters belong to which handwriting 'families' (i.e. Letters that are formed in similar ways) and to practise these.</li></ol>	<ol style="list-style-type: none"><li>1. Form lower-case letters of the correct size relative to one another.</li><li>2. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li><li>3. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li><li>4. Use spacing between words that reflects the size of the letters.</li></ol>	<ol style="list-style-type: none"><li>1. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li><li>2. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li></ol>	<ol style="list-style-type: none"><li>1. Write legibly, fluently and with increasing speed by:</li><li>2. Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>3. Choosing the writing implement that is best suited for a task.</li></ol>		

Punctuation			<ol style="list-style-type: none"> <li>1. Leaving spaces between words.</li> <li>2. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>3. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>2. Commas to separate items in a list.</li> <li>3. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girls name].</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to inverted commas to punctuate direct speech.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit Down!"].</li> <li>2. Apostrophes to mark plural possession [for example, the girls name, the girls' names].</li> <li>3. Use of commas after fronted adverbials.</li> </ol>	<ol style="list-style-type: none"> <li>1. Brackets, dashes or commas to indicate parenthesis.</li> <li>2. Use of commas to clarify meaning or avoid ambiguity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, Its raining; Im fed up].</li> <li>2. Use of the colon to introduce a list and use of semi-colons within lists.</li> <li>3. Punctuation of bullet points to list information.</li> <li>4. How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover].</li> <li>5. Ellipsis to link ideas across paragraphs.</li> </ol>
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<i>Sentence</i>			<ol style="list-style-type: none"> <li>1. How words can combine to make sentences.</li> <li>2. Joining words and joining clauses using 'and'.</li> <li>3. Beginning to understand the difference between a phrase and a clause.</li> </ol>	<ol style="list-style-type: none"> <li>1. Subordination and co-ordination.</li> <li>2. How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> <li>3. Families of sentences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Extending the range of sentences with more than one clause by using a wider range of conjunctions both subordinating and co-ordinating.</li> <li>2. Have an understanding of main and subordinating clauses within a complex sentence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use of paragraphs to organise ideas around a theme.</li> </ol>	<ol style="list-style-type: none"> <li>1. Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>2. Devices to build cohesion within a paragraph [for example, then, after that, this, firstly.</li> </ol>	<ol style="list-style-type: none"> <li>1. The difference between structures typical of informal speech and structures appropriate for formal speech and writing for example, the use of question tags or the use of subjunctive form.</li> </ol>
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Word Classes		Noun		<ol style="list-style-type: none"> <li>1. What is a noun?</li> <li>2. Regular plural nouns (s/es)</li> </ol>	<ol style="list-style-type: none"> <li>1. What is an expanded noun for description?</li> <li>2. Suffices that can be added 'ment, 'ness' and 'er'. (embarrassment, kindness, cooker).</li> <li>3. Compounding to create nouns (football).</li> </ol>	<ol style="list-style-type: none"> <li>1. Using prefixes to create nouns 'super', 'auto', 'anti' (superman, autograph, and antiseptic).</li> <li>2. Nouns and pronouns to avoid repetition.</li> </ol>	<ol style="list-style-type: none"> <li>1. Appropriate choice of nouns and pronouns within and across sentences to aide cohesion and avoid repetition.</li> <li>2. Noun phrases expanded with modifying adjectives, nouns and prepositional phrases (the strict maths teacher with curly hair).</li> <li>3. Understanding the grammatical difference between plural and possession -s.</li> </ol>	<ol style="list-style-type: none"> <li>1. Locate and identify expanded noun phrases.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use expanded noun phrases to convey complicated information concisely.</li> </ol>
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		Verb		<ol style="list-style-type: none"> <li>1. What is a verb?</li> <li>2. A simple sentence (clause) contains a verb.</li> <li>3. Suffixes that can be added to verbs where no change is needed in the spelling of root words: 'er', 'ed', 'ing' (helper, helped, helping).</li> <li>4. Prefix: how the prefix 'un' changes the meaning of verbs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Progressive forms in past and present tense.</li> <li>2. Adding 'es' to verbs e.g watches.</li> </ol>	<ol style="list-style-type: none"> <li>1. Present perfect forms (has/have).</li> </ol>	<ol style="list-style-type: none"> <li>1. Standard English forms for verb instead of local spoken forms was/were, did/done, would have/would of.</li> </ol>	<ol style="list-style-type: none"> <li>1. Modal verbs 'might', 'should', 'will', 'must'.</li> <li>2. Prefixes for verbs: 'dis', 'de', 'mis', 'over'.</li> <li>3. Converting nouns using suffixes 'ise', 'ify', 'ate'.</li> <li>4. Introduce passive voice verb forms.</li> </ol>
		Adjective		<ol style="list-style-type: none"> <li>1. What is an adjective?</li> <li>2. Adding 'er' and 'est' (superlatives) to adjectives where no change is needed to the root word.</li> </ol>	<ol style="list-style-type: none"> <li>1. How adjectives describe and specify.</li> </ol>	<ol style="list-style-type: none"> <li>1. Context appropriate adjectives (clines) and precisely understanding their meaning.</li> </ol>		

		Conjunctions		<ol style="list-style-type: none"> <li>1. Joining words and joining clauses using 'and'.</li> </ol>	<ol style="list-style-type: none"> <li>1. Co-ordinating conjunctions to join two main clauses 'or', 'and', 'but'.</li> <li>2. Subordination 'when', 'if', 'that', 'because'.</li> </ol>	<ol style="list-style-type: none"> <li>1. Express time and cause 'when', 'so', 'before', 'after', 'while', 'because'.</li> </ol>	<ol style="list-style-type: none"> <li>1. Extend the range of sentences with more than one clause by using a wider range of conjunctions including 'when', 'if', 'although'.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explore the position of the subordinate clause within complex sentences.</li> </ol>
		Tense		<ol style="list-style-type: none"> <li>1. Simple past tense 'ed'.</li> </ol>	<ol style="list-style-type: none"> <li>1. Progressive past and present tense.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use the present perfect of verbs in contrast to the past.</li> </ol>	<ol style="list-style-type: none"> <li>1. Link ideas with tense choice.</li> <li>2. Perfect form of verbs to mark relationships of time and cause.</li> </ol>	<ol style="list-style-type: none"> <li>1. Change tense according to the features of the genre.</li> </ol>
		Adverbial		<ol style="list-style-type: none"> <li>1. 'When' and 'where' phrases.</li> </ol>	<ol style="list-style-type: none"> <li>1. Adding 'ly' to create 'how' adverbs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Using fronted adverbials.</li> <li>2. Express time and cause 'then', 'next', 'soon'.</li> </ol>	<ol style="list-style-type: none"> <li>1. Indicate the degree of possibility 'perhaps'.</li> <li>2. Adverbials of time, place and number to link ideas across paragraphs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use adverbials to link ideas across paragraphs (on the other hand, in contrast, as a consequence).</li> </ol>

Terminology			<p>Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark, verb, noun, adjective, conjunction, tense, simple sentence, phrase, clause.</p>	<p>Noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.</p>	<p>Preposition, pronoun, conjunction word family, prefix, clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') Complex, coordinating, fronted Adverbial, genre.</p>	<p>Determiner, possessive pronoun, adverbial. Standard English.</p>	<p>Modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity, passive voice.</p>	<p>Subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points. Headings, sub-headings, columns, bullets.</p>
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