Writing Knowledge

EYFS

Aim for end of EYFS:

At the *very least* pupils will be ready for KS1 as they will…

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds and representing these with letters.
- Write simple phrases and sentences that can be read by others.
- Use their phonic knowledge to write words independently.
- Re-read and check what they have written.
- Communicate ideas, experiences and stories through drawing, oral storytelling and writing.
- Demonstrate the Early Learning Goal for Writing.

KS1

Aim for end of Year 2:

At the *very least* pupils will be ready for KS2 as they will…

- Write simple, coherent narratives and non-fiction texts for different purposes.

Has a clear beginning, middle and end / Includes events in a logical order / Makes sense to the reader / Uses simple descriptions and some detail. / Maintains the same basic idea or plot throughout.

- Compose and sequence sentences to form short pieces of writing.
- Use capital letters, full stops, question marks and exclamation marks mostly accurately.
- Spell many common exception words and words containing taught spelling patterns.
- Apply phonic knowledge and spelling strategies when writing unfamiliar words.
- Join ideas using coordinating (and, but, or) and some subordinating conjunctions (because, when, if, that).
- Use expanded noun phrases to add detail.
- Form letters correctly and begin to use joined handwriting where appropriate.
- Re-read, edit and improve their writing with support.

KS2

Aim for end of Year 4:

At the *very least* pupils will be ready for UKS2 as they will…

- Use joined handwriting as the norm; pupils should be able to use it fast enough to keep pace with what they want to say.
- Write coherent pieces with a clear purpose and appropriate structure.
- Organise ideas into paragraphs around a theme.
- Write narratives with a clear setting, characters and plot.
- Use a range of sentence structures, including conjunctions, adverbs, prepositions and fronted adverbials.
- Select vocabulary that enhances meaning and engages the reader.
- Use a range of punctuation accurately, including apostrophes, commas and direct speech punctuation.
- Apply taught spelling patterns and statutory spellings with increasing accuracy.
- Plan, draft, evaluate and edit writing to improve its effectiveness.
- Write with increasing stamina and independence across the curriculum.

KS1 Writing Progression Grid

Area of Writing	Year 1 – Developing Towards	Year 2 – Expected by End of KS1
Composition – ideas and content	**Write simple sentences to communicate their own ideas. Begin to write about experiences, stories, characters, interests and ideas arising from Drawing Club/Curious Quests.**	**Write simple, coherent narratives and non-fiction texts for different purposes. Choose and develop their own ideas and maintain the same basic idea or plot throughout.**
Beginning, middle and end	**Begin to sequence ideas or events in a sensible order. May need support to organise ideas.**	**Has a clear beginning, middle and end. Includes events or ideas in a logical order.**
Making sense	**Writes sentences that make sense to the reader, with increasing independence.**	**Makes sense to the reader and communicates ideas clearly.**

Developing ideas	**Gives simple information or adds a small amount of detail to an idea.**	**Uses simple descriptions and some detail. Develops ideas rather than simply listing them.**
Sentence composition	**Compose and sequence simple sentences orally and in writing. Write one idea at a time and begin to link sentences.**	**Compose and sequence sentences to form short pieces of writing.**
Sentence structures	**Mainly uses simple sentences. Begins to join ideas using and.**	**Uses simple sentences and begins to vary sentence structures. Joins ideas using coordinating conjunctions and, but, or and some subordinating conjunctions because, when, if, that.**
Vocabulary	**Uses familiar vocabulary and begins to choose words to describe people, places, characters and events.**	**Uses appropriate vocabulary to communicate ideas and uses expanded noun phrases to add detail.**
Expanded noun phrases	**Begins to use adjectives to add detail to nouns, e.g. *a big dragon*.**	**Uses expanded noun phrases to add detail, e.g. *the huge, frightening dragon*.**
Punctuation	**Begins to use capital letters and full stops accurately. Begins to recognise and use question marks and exclamation marks.**	**Uses capital letters, full stops, question marks and exclamation marks mostly accurately.**
Spelling	**Applies phonic knowledge to segment and spell unfamiliar words. Spells some taught words and common exception words.**	**Spells many common exception words and words containing taught spelling patterns. Applies phonic knowledge and spelling strategies when writing unfamiliar words.**
Handwriting	**Forms letters correctly and develops consistent letter formation and sizing. Begins to develop joined handwriting where appropriate.**	**Forms letters correctly and begins to use joined handwriting where appropriate.**
Editing	**Begins to reread their writing to check that it makes sense. With adult support, may correct some errors or make simple improvements.**	**Re-reads, edits and improves their writing with support.**
Independence	**Increasingly able to generate and record their own ideas. May need adult support to rehearse sentences, organise ideas or apply writing skills.**	**Writes with increasing independence, stamina and confidence.**
Purpose and audience	**Begins to understand that writing can be used for different**	**Writes simple narratives and non-fiction texts for different purposes**

	purposes, e.g. to tell a story, share an idea, make a list or give information.	**and develops an awareness that writing is created for a reader.**
Drawing Club / Curious Quests	**Uses the stimulus as a starting point for their own imaginative ideas. Chooses what they want to draw, say and write. Writing may be a collection of simple sentences or ideas.**	**Uses the stimulus as a starting point but independently develops their own ideas. Sustains an idea, narrative or piece of information across several sentences and begins to make deliberate choices about vocabulary and structure.**
Application across the curriculum	**Applies taught phonics, spelling, vocabulary, sentence and punctuation skills in independent writing opportunities across provision and the curriculum.**	**Independently applies taught phonics, spelling, vocabulary, sentence, punctuation and composition skills across different curriculum contexts and purposes.**

-

Lower KS2 Writing Progression Grid (Year 3 → Year 4)

End of Y4 Outcome	Working Towards (Typical Y3)	Expected Standard (Secure Y4)	Evidence You Might See in Writing
Joined handwriting is the norm and is sufficiently fluent	Some joined handwriting; mixture of printed and joined letters; writing speed can affect composition.	Consistently joined handwriting; legible, fluent and efficient; handwriting does not impede writing.	**WT:** Mixture of joins and print. **EXS:** Continuous joined script maintained across longer pieces.
Write coherent pieces with a clear purpose and structure	Purpose is usually clear but may drift; structure can be basic.	Purpose maintained throughout; structure matches genre and audience.	**WT:** Persuasive letter contains disconnected reasons. **EXS:** Arguments organised logically and linked to purpose.
Organise ideas into paragraphs around a theme	Attempts paragraphing but ideas sometimes mixed together.	Paragraphs used consistently to group related ideas.	**WT:** Character and setting details mixed within same section. **EXS:** Separate

End of Y4 Outcome	Working Towards (Typical Y3)	Expected Standard (Secure Y4)	Evidence You Might See in Writing
			paragraphs for setting, character and events.
Write narratives with a clear setting, characters and plot	Beginning, middle and end evident; limited character or setting development.	Setting established; characters drive events; plot develops logically.	**WT:** "Tom went into the forest and found a dragon." **EXS:** Detailed setting description that supports the plot.
Use a range of sentence structures including conjunctions, adverbs, prepositions and fronted adverbials	Uses some variation but relies on simple sentence openings.	Variety of sentence structures used confidently and accurately.	**WT:** "Then..." "After that..." repeatedly. **EXS:** "Without warning, ..." "Behind the castle, ..." "Although he was tired, ..."
Select vocabulary that enhances meaning and engages the reader	Attempts ambitious vocabulary but often chooses general words.	Vocabulary is precise, purposeful and supports effect.	**WT:** "The big monster went." **EXS:** "The enormous monster lumbered."
Use punctuation accurately, including apostrophes, commas and direct speech punctuation	Basic punctuation secure; apostrophes and speech punctuation inconsistent.	Apostrophes, commas and speech punctuation used accurately in most writing.	**WT:** "lets go," said Mia. **EXS:** "Let's go," said Mia.
Apply taught spelling patterns and statutory spellings accurately	Most common words correct; Year 3/4 spellings applied inconsistently.	Most Year 3/4 statutory words and taught patterns accurate.	**WT:** diffrent, intresting. **EXS:** different, interesting, natural, probably.
Plan, draft, evaluate and edit writing	Makes simple edits when prompted by an adult.	Independently reviews and improves writing.	**WT:** Corrects spellings only. **EXS:** Improves vocabulary, sentence structure and organisation.
Write with stamina and independence across the curriculum	Completes shorter pieces independently; quality may decline in longer writing.	Produces extended writing independently across subjects.	**WT:** One-page narrative with support. **EXS:** Multi-paragraph writing in English, history, RE and science.

What a Secure Year 4 Writer Typically Demonstrates

Composition	Grammar & Punctuation	Transcription
Sustains purpose throughout a piece.	Uses fronted adverbials correctly.	Consistently joined handwriting.
Organises writing into logical paragraphs.	Punctuates direct speech accurately.	Most Year 3/4 statutory spellings correct.
Creates developed settings and characters.	Uses commas and apostrophes accurately.	Writes fluently and at an appropriate pace.
Selects vocabulary for impact.	Uses a range of sentence structures.	Edits spelling errors independently.
Edits writing to improve effect.	Controls sentence boundaries securely.	Produces extended pieces independently.