

Coleshill Writing Knowledge & Skills Progression Map

		Year 1		Year 2	
		Knowledge I know...	Skills I can...	Knowledge I know...	Skills I can...
Transcription:	Spelling:	<ul style="list-style-type: none"> I know how to identify known phonemes in unfamiliar words up to Phase 5 (See Sound!Start Phonics for Letters and Sounds; Progression Document.) I know the alternative phonemes, taught in Phase 5, to narrow down possibilities for accurate spelling. <p>Sound!Start: Autumn: /ch/, /v/, /ai/, /ou/, /igh/, /ee/, /oi/, /ir/, /w/, and /f/ Spring: /oo/, /or/, /oa/, /ur/, /ai/, /igh/, /ee/ and /air/ Summer /o/, /e/, /u/, /i/, /y-oo/, /ai/, /igh/, /ee/, /oa/ and /air/</p> <ul style="list-style-type: none"> I know the letter names of the alphabet in order. Sound!Start Phonics for Letters and Sounds; ay ou ie ea oy ir tch ve y (as in fairy) wh p ue ui aw ew oe i-e u-e o-e a-e e-eau al ey (as in key) are (as in share) I know letter names that show alternative spellings of the same phoneme. I know the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular. See National Curriculum English Appendix 1 – Year 1 I know the rules for using the prefix un-. See National Curriculum English Appendix 1 – Year 1 I know the rules for using the suffixes: -ing, -ed, -er and -est where no change is needed in the spelling of root words. See National Curriculum English Appendix 1 – Year 1 I know the simple spelling rules and guidance, as listed in See National Curriculum English Appendix 1 – Year 1 I know that to write simple sentences dictated by the teacher, I use my knowledge of the GPCs and common exception words taught so far. See National Curriculum English Appendix 1 – Year 1 	<ul style="list-style-type: none"> I can use known phonemes to spell unfamiliar words. I can use alternative phonemes (taught in phase 5) to spell accurately. I can name, in order, the letters of the alphabet. I can write alternatives ways of spelling the same sound. I can add 's' or 'es' to make plurals for 3rd person verbs and singular. I can use the prefix un-. I can use the suffixes: -ing, -ed, -er and -est where no change is needed in the spelling of root words I can use the simple spelling rules and guidance, as listed in See National Curriculum English Appendix 1 – Year 1 I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. See National Curriculum English Appendix 1 – Year 1 	<ul style="list-style-type: none"> I know that to segment words I need to use my knowledge of phonemes and graphemes. (See Y2 NNS Page 82) I know a few common homophones and how to spell words with alternative endings. Focus homophones from NNS: see/sea be/bee blue/blew to/too/two hear/here one/won sun/son I know the rules for using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'. to spell longer words (See Y2 NNS -Term 2 / Term 3) I know the rules for adding the suffixes -ed, -ing –er, –est to adjectives I know the rule for using –ly in Standard English to turn adjectives into adverbs (See Y2 NNS -Term 2) I know how to use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling. I know how to identify phonemes in unfamiliar words and use syllables to divide words. (See Y2 NNS Y2 for guidance on this approach for learning) I know, because I have memorised, how to spell the common exception words for Year 2 (See Y2 NNS Page 79) 	<ul style="list-style-type: none"> I can segment spoken words into phonemes and record these as graphemes. 2 (See Y2 NNS Page 82) I can spell words with an alternative spelling, including a few common homophones. I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'. I can use the suffixes -ed, -ing –er, –est in adjectives I can use –ly in Standard English to turn adjectives into adverbs (See Y2 NNS -Term 2) I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling. I can identify phonemes in unfamiliar words and use syllables to divide words to help me spell. I can write common exception words and high frequency words from the Year 2 list.

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Handwriting	<ul style="list-style-type: none"> • I know that I need to sit at the table how to sit with both feet on the floor • I know that I need to hold my pencil comfortably and correctly by using the tripod grip. • I know which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. (See scope and Sequence chart – Oxford Owl) • I know where to start to form letters, starting and finishing in the correct place. (See Oxford Owl Assessment chart) • I know which is the correct direction when writing letters. (See Oxford Owl Assessment chart) • I know how to form capital letters and digits 0-9. (See scope and Sequence chart – Oxford Owl) 	<ul style="list-style-type: none"> • I can sit correctly at a table, with both of my feet on the floor, facing the desk when writing. • I can hold my pencil using the tripod grip. • I can identify letters in the robot family. • I can identify letters in the curly caterpillar family. • I can identify letters in the zig-zag family. • I can identify letters in the long ladder family. • I can write all lower-case letters correctly. • I can write all capital letters correctly. • I can write digits 0-9 correctly. 	<ul style="list-style-type: none"> • I know that lower-case letters need to be the correct size and relative to one another. (See Oxford owl) • I know that when beginning to join some letters, I need to use some diagonal and horizontal strokes. (See Oxford Owl – see 'The joins') • I know that some letters are best left un-joined. (See Oxford Owl) • I know how to use capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters. • I know that there needs to be spacing between words and this should reflect the size of the letters. 	<ul style="list-style-type: none"> • I can form lower-case letters of the correct size, relative to one another. • I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another. • I can identify which letters are best left un-joined. • I can write capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters • I can use spacing between words that reflects the size of the letters.
Composition:	<ul style="list-style-type: none"> • I know that using a plan helps me know what I want to write about. • I know what I am going to write because I have said it out loud. • I know the skills needed to write sentences that form a narrative by using sentences. • I know that re-reading my work will help me check if it makes sense. • I know that when talking about what I have written I need to use my knowledge of key terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark) talk about what I have written. • I know when reading aloud my writing I need to talk so that people can hear me. 	<ul style="list-style-type: none"> • I can write sentences by saying out loud what I am going to write about • I can compose a sentence orally before writing it • I can sequence sentences to form short narratives (see text structure of elements to include) • I can re-read what I have written to check that it makes sense. • I can discuss what I have written with the teacher or other pupils using the key words in The National Curriculum in English Year 1: Appendix 2. • I can read aloud my writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • I know that writing can be about personal experiences, and those of others, that it can be both real and fictional. • I know that writing is used for different purposes and this can include writing about real events. • I know that a plan is used to discuss and record the ideas I have that will form the content of my writing; directly linking to: Noun, noun phrase, statement, exclamation, command, question, compound, suffix adverb, verb, adjective, tense (past / present) apostrophe & commas (See National Curriculum in English: Appendix 2 for key terminology) • I know that before writing sentences down, I need to orally rehearse them. • I know when evaluating my own work, I need to use a Success Criteria and can work with my peers or an adult. • I know that to proof-read to check for errors I need to know the spelling, grammar, and punctuation rules for Year 2 (See National Curriculum in English: Appendix 2 for key terminology) 	<ul style="list-style-type: none"> • I can write narratives about personal experiences and those of others, both real and fictional. • I can write for different purposes, including real events. • I can how to plan and discuss the content of writing and record my ideas using key terminology (See National Curriculum in English: Appendix 2 for key terminology) • I can orally rehearse structured sentences or sequences of sentences before writing them down • I can show a positive attitude towards and stamina for writing by: <ul style="list-style-type: none"> → writing narratives about personal experiences and those of others (real and fictional) → writing about real events → writing poetry → writing for different purposes • I can evaluate my own writing independently against a given success criteria, with friends and with an adult. • I can proof-read to check for errors in spelling, grammar, and punctuation.

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Punctuation and grammar:	Sentence structure	<ul style="list-style-type: none"> I know that my words need spaces between them. I know that 'and' is used to join words and clauses. I know how to write sentences because I know sentences need punctuation: (Capital letters, full stops, question marks) (See National Curriculum: English appendix 2) 	<ul style="list-style-type: none"> I can leave spaces between words. I can join words and joining clauses using 'and'. I can punctuate sentences using a capital letter. I can punctuate sentences using a full stop. I can punctuate sentences using a question mark. I can punctuate sentences using an exclamation mark. 	<ul style="list-style-type: none"> I know the grammatical rules for writing a sentence. I know the grammatical rules for writing a question. I know the grammatical rules for writing an exclamation sentence. I know the grammatical rules for writing a command I know that using subordinating conjunctions (when, if, that, because) shows the relationship between clauses. I know that using co-ordinating conjunctions (or, and, but) joins two parts of a sentence of equal emphasis I know that noun phrases can be expanded to add detail for the reader. (eg; The blue butterfly, plain flour, the man in the moon, the beautiful, pink flower) I know the grammatical patterns in a sentence that indicate its function as a statement. I know the grammatical patterns in a sentence that indicate its function as a question. I know the grammatical patterns in a sentence that indicate its function as an exclamation. I know the grammatical patterns in a sentence that indicate its function as a command. 	<ul style="list-style-type: none"> I can write sentences with different forms: statement, question, exclamation, and command. I can use subordinating conjunctions to create cohesion. I can use co-ordinating conjunctions to link words, clauses, or phrases. I can use expanded noun phrases. (eg; The blue butterfly, plain flour, the man in the moon, the beautiful, pink flower) I can identify a statement, question, exclamation, or command by looking at the grammatical patterns in a sentence.
	Text structure	<ul style="list-style-type: none"> I know that a short narrative is made up using sentences sequenced See Narrative progression documents. 	<ul style="list-style-type: none"> I can write a short narrative using the skills outlined in Narrative Progression Document. 	<ul style="list-style-type: none"> I know the difference between the progressive forms of verbs in the present tense and past tense. I know that by using a sequence of sentences I can form a short narratives. See Narrative progression documents. I know that by using a sequence of sentences I can write for different purposes.. See Non-fiction / Poetry progression documents. 	<ul style="list-style-type: none"> I can use the progressive forms of verbs in the present tense and past tense. I can sequence sentences to form short narratives. See Narrative progression documents. I can sequence sentences to form writing for different purposes.. See Non-fiction / Poetry progression documents.
	Punctuation	<ul style="list-style-type: none"> I know that words need finger spaces between them. I know that 'and' can be used to join words and join clauses I know that capital letters are needed to start a sentence. I know to use a full stop to end a statement. I know when asking a question to use a question mark. I know how to use an exclamation mark for emphasis. I know that capital letters are needed for names. I know how to use 'I'. <p>(See National Curriculum in English Appendix 2)</p>	<ul style="list-style-type: none"> I can leave spaces between words. I can join words and joining clauses using 'and' I can punctuate sentences using a capital letter at the start. I can punctuate statements / sentences using a full stop. I can punctuate sentences using a question mark. I can punctuate sentences using an exclamation mark. I can use a capital letter for names of people. I can use a capital letter for names of places. I can use a capital letter for the days of the week. I can use a capital letter for the personal pronoun 'I'. 	<ul style="list-style-type: none"> I know that full stops demarcate a sentence. I know that when writing names of people, places, days of the week and the personal pronoun 'I' need a capital letter. I know when a question mark is needed. I know when and exclamation mark is needed. I know that commas are needed to separate items in a list. I know that an apostrophe is needed to show where letters are missing. I know that an apostrophe is needed to mark singular possession in nouns. 	<ul style="list-style-type: none"> I can use a full stop to demarcate a sentence. I can use capital letters for proper nouns. I can use question marks correctly. I can use exclamation marks correctly. I can use commas to separate items in a list. I can use apostrophes to show where letters are missing and to mark singular possession in nouns.

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		Year 3		Year 4	
		Knowledge I know...	Skills I can...	Knowledge I know...	Skills I can...
Transcription:	Spelling	<ul style="list-style-type: none"> I know the rules for adding the following prefixes and suffixes to root words. (Taken from NNS) – ‘dis-’, ‘un-’, ‘mis-’, ‘re-’ ‘sub-’, ‘tele-’ ‘-less’ ‘-ly’, ‘super-’ and ‘auto-’ I know the spelling of the following homophones (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun meet/meat, hear/here, knot/not, heel/heal/he’ll, rain/rein/reign, plain/plane groan/grown</i>) I know the alternative sounds for: NNS Spelling for Year 3: /ʌ/ sound spelt ‘ou’: /ɪ/ sound) /k/ sound spelt ‘ch’ /ʃ/ sound spelt ‘ch’ (mostly French in origin) ‘s’, ‘ss(ion/ure)’: Words ending in the /g/ sound spelt ‘-gue’ and the /k/ sound spelt ‘que’ (French in origin) words with the /eɪ/ sound spelt ‘ei’ (<i>vein</i>), ‘eigh’ (<i>eight</i>), ‘aigh’ (<i>straight</i>) or ‘ey’ (<i>they</i>) I know the rule for placing the possessive apostrophe accurately in words with regular plurals [for example, <i>girls’, boys’</i>] I know the rule for using the possessive apostrophe in words with irregular plurals [for example, <i>children’s</i>] I know that the first two letters of a word will help me check it’s spelling in a dictionary. I know that to write simple sentences dictated by the teacher, I use my knowledge of words and punctuation taught so far. (See National Curriculum English Appendix 1 – Year 3) 	<ul style="list-style-type: none"> I can prefixes and suffixes and can add them to root words: (Taken from NNS) – ‘dis-’, ‘un-’, ‘mis-’, ‘re-’ ‘sub-’, ‘tele-’ ‘-less’ ‘-ly’, ‘super-’ and ‘auto-’ I can spell and use homophones correctly. I can spell words that are often misspelt using the following sounds: NNS Spelling for Year 3: /ʌ/ sound spelt ‘ou’: /ɪ/ sound) /k/ sound spelt ‘ch’ /ʃ/ sound spelt ‘ch’ (mostly French in origin) ‘s’, ‘ss(ion/ure)’: Words ending in the /g/ sound spelt ‘-gue’ and the /k/ sound spelt ‘que’ (French in origin) words with the /eɪ/ sound spelt ‘ei’ (<i>vein</i>), ‘eigh’ (<i>eight</i>), ‘aigh’ (<i>straight</i>) or ‘ey’ (<i>they</i>) I can use the possessive apostrophe accurately in words with regular plurals. I can use the possessive apostrophe in words with irregular plurals I can use the first two letters of a word to check its spelling in a dictionary. I can write simple sentences dictated by the teacher that include words and punctuation taught so far See National Curriculum English Appendix 1 – Year 3 	<ul style="list-style-type: none"> I know the rules for adding the following prefixes and suffixes to words. (Taken from NNS) → ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ → Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’) → ‘anti-’ and ‘inter-’ → ‘-ous’ → Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’ I know the spelling of the following homophones <i>peace/piece, main/mane, fair/fare, scene/seen, mail/male and bawl/ball</i> I know the following alternative sounds for words that are often misspelt NNS focus: → Words with the /eɪ/ sound spelt ‘ei’, ‘eigh’ or ‘ey’ → Words with the /ʃ/ sound spelt ‘ch’ and the /ʌ/ sound spelt ‘ou’ → The /g/ sound spelt ‘gu’ → Words with endings sounding like /tʃə/ spelt ‘-ture’ → Endings that sound like /ʃən/ spelt ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’ → Words with the /s/ sound spelt ‘sc’ (Latin in origin) → Endings that sound like /ʒən/ spelt ‘sion’ I can use the possessive apostrophe accurately in words with regular plurals. I can use the possessive apostrophe in words with irregular plurals I can use the first three letters of a word to check its spelling in a dictionary. I can write simple sentences dictated by the teacher that include words and punctuation taught so far See National Curriculum English Appendix 1 – Year 3 	<ul style="list-style-type: none"> I can add prefixes and suffixes to root words: (Taken from NNS) → ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ → Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’) → ‘anti-’ and ‘inter-’ → ‘-ous’ → Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’ I can spell and use homophones correctly. I can spell words that are often misspelt using the following sounds NNS focus: → Words with the /eɪ/ sound spelt ‘ei’, ‘eigh’ or ‘ey’ → Words with the /ʃ/ sound spelt ‘ch’ and the /ʌ/ sound spelt ‘ou’ → The /g/ sound spelt ‘gu’ → Words with endings sounding like /tʃə/ spelt ‘-ture’ → Endings that sound like /ʃən/ spelt ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’ → Words with the /s/ sound spelt ‘sc’ (Latin in origin) → Endings that sound like /ʒən/ spelt ‘sion’ I can use the possessive apostrophe accurately in words with regular plurals. I can use the possessive apostrophe in words with irregular plurals I can use the first three letters of a word to check its spelling in a dictionary. I can write simple sentences dictated by the teacher that include words and punctuation taught so far See National Curriculum English Appendix 1 – Year 3

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Handwriting	Handwriting	<ul style="list-style-type: none"> • I know that diagonal and horizontal strokes are needed to join letters (See Oxford Owl – Year 3 Handwriting Scope and Sequence for progression through the year) • I know and understand which letters, when adjacent to one another, are best left unjoined (See Oxford Owl – Year 3 Handwriting Scope and Sequence for progression through the year) • I know how to increase the legibility, consistency, and quality of my handwriting by ensuring downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch (See Oxford Owl – Year 3 Handwriting Scope and Sequence for progression through the year) 	<ul style="list-style-type: none"> • I can 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. • I can increase the legibility, consistency, and quality of my handwriting. 	<ul style="list-style-type: none"> • I know that root words and root words root words are needed to join letters (See Oxford Owl – Year 4 Handwriting Scope and Sequence for progression through the year) • I know and understand which letters, when root words to one another, are best left unjoined. (See Oxford Owl – Year 4 Handwriting Scope and Sequence for progression through the year) • I know how to increase the root words, root words, and quality of my handwriting [for example, by ensuring that the root words of letters are root words and root words; that lines of writing are root words sufficiently so that the root words and root words of letters do not touch]. (See Oxford Owl – Year 4 Handwriting Scope and Sequence for progression through the year) 	<ul style="list-style-type: none"> • I can 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. • I can increase the legibility, consistency, and quality of my handwriting.
	Composition:		<ul style="list-style-type: none"> • I know that focusing on vocabulary when discussing writing helps me to plan my own writing by identifying similarities from other texts. • I know that focusing on grammar when discussing writing helps me to plan my own writing by identifying similarities from other texts. • I know that focusing on structure when discussing writing helps me to plan my own writing by identifying similarities from other texts. • I know that talking about what I am planning to write will help me develop my ideas. • I know when planning my writing I need to discuss vocabulary and grammar that I will include. • I know when planning my writing I need to discuss and record ideas. • I know that orally rehearsing will help me to draft that sentences that I am going to write, progressively building a rich and varied vocabulary within them. <ul style="list-style-type: none"> • I know that orally rehearsing will help me to draft that sentences that I am going to write increasing my use of a range of sentence structures (National Curriculum in English Appendix 2) • I know the skills needed to evaluate and assess the effectiveness of my own, and other’s writing, and suggest improvements based on knowledge and skills learnt in Year 5. National Curriculum in English Appendix 2) • I know by changing grammar and vocabulary in my work will improve consistency, including the accurate use of pronouns in sentences • I know that by proof-reading my completed work, I am able to look for spelling and punctuation errors which will help me to improve. • I know when reading aloud my own writing, to a group or the whole class, I need to use an appropriate intonation and control the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • I can plan my writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas. • I can evaluate and edit by assessing the effectiveness of my own and others’ writing and suggest improvements. • I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • I can proof-read my completed work for spelling and punctuation errors will help me to improve. • I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • I know that focusing on vocabulary when discussing writing helps me to plan my own writing by identifying similarities from other texts. • I know that focusing on grammar when discussing writing helps me to plan my own writing by identifying similarities from other texts. • I know that focusing on structure when discussing writing helps me to plan my own writing by identifying similarities from other texts. • I know that talking about what I am planning to write will help me develop my ideas. • I know when planning my writing I need to discuss vocabulary and grammar that I will include. • I know when planning my writing I need to discuss and record ideas. • I know that orally rehearsing will help me to draft that sentences that I am going to write, progressively building a rich and varied vocabulary within them. <ul style="list-style-type: none"> • I know that orally rehearsing will help me to draft that sentences that I am going to write increasing my use of a range of sentence structures (National Curriculum in English Appendix 2) • I know the skills needed to evaluate and assess the effectiveness of my own, and other’s writing, and suggest improvements based on knowledge and skills learnt in Year 5. National Curriculum in English Appendix 2) • I know by changing grammar and vocabulary in my work will improve consistency, including the accurate use of pronouns in sentences • I know that by proof-reading my completed work, I am able to look for spelling and punctuation errors which will help me to improve. • I know when reading aloud my own writing, to a group or the whole class, I need to use an appropriate intonation and control the tone and volume so that the meaning is clear.

Coleshill Writing Knowledge & Skills Progression Map

Punctuation and Grammar:	Sentence structure	<ul style="list-style-type: none"> • I know what a fronted adverbial is and the rules for adding detail to a sentence. • I know the impact of fronted adverbials on the reader and apply these accurately and appropriately. • I know that conjunctions are used to join and explain ideas. • I know conjunctions express time and cause. • I know that by using a wider range of conjunctions, including when, if, because, although, I can create a sentence with more than one clause. • I know that adverbs give details to verbs. • I know adverbs express time and cause. • I know that prepositions can be used to express time and cause. • I know how nouns can be used to ensure a text is cohesive. • I know how nouns can be used for clarity and to avoid repetition. • I know how pronouns can be used to ensure a text is cohesive. • I know how pronouns can be used to avoid repetition • I know that by using the grammatical terminology in National Curriculum in English Appendix 2 when discussing my writing and reading. • I know how to apply my knowledge of grammar for years 3 and 4 in National Curriculum in English Appendix 2 when writing. • I know what perfect present verbs are. • I know the present perfect form of verbs are a contrast to the past tense. 	<ul style="list-style-type: none"> • I can use fronted adverbials to add detail to sentences. • I can use conjunctions, adverbs and prepositions to express time and cause when writing, • I can use nouns / pronouns are used to ensure a text is cohesive. • I can develop my understanding of the concepts set out in National Curriculum in English Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • I can use and understand the grammatical terminology in National Curriculum in English Appendix 2 accurately and appropriately when discussing my writing and reading. • I can apply my knowledge of grammar for years 3 and 4 in National Curriculum in English Appendix 2 when writing. • I can use the present perfect form of verbs in contrast to the past tense. 	<ul style="list-style-type: none"> • I know that by using a wider range of conjunctions, including when, if, because, although, I can create a sentence with more than one clause, by developing my understanding of the concepts set out in National Curriculum in English Appendix 2 • I know that conjunctions can be used to express time and cause. • I know that adverbs can be used to express time and cause. • I know that prepositions can be used to express time and cause. • I know what a fronted adverbial is and the rules for adding detail to a sentence. • I know that choosing appropriate nouns can enhance clarity and cohesion and to avoid repetition. • I know that choosing appropriate pronouns can enhance clarity and cohesion and to avoid repetition. • I know the grammatical terminology in National Curriculum in English Appendix 2 and use this accurately and appropriately when discussing my writing and reading. • I know what perfect present verbs are. • I know the present perfect form of verbs are a contrast to the past tense. 	<ul style="list-style-type: none"> • I can develop my understanding of the concepts set out in National Curriculum in English Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • I can use adverbs and prepositions to express time and cause. • I can use fronted adverbials. • I can use the grammar terminology for years 3 and 4 in National Curriculum in English Appendix 2 • I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • I can use and understand the grammatical terminology in National Curriculum in English Appendix 2 accurately and appropriately when discussing their writing and reading. • I can use the present perfect form of verbs in contrast to the past tense.
	Text structure	<ul style="list-style-type: none"> • I know paragraphs are used to separate ideas around a theme. • I know paragraphs are used to organise ideas around a theme in non-fiction texts. • I know through the use of headings and sub-headings are a method that can be used when presenting and organising work and group information 	<ul style="list-style-type: none"> • I can organise paragraphs around a theme in narratives, creating settings, characters, and plot. • I can use paragraphs to group related material • I can use simple organisational devices [for example, headings and sub-headings] help organise paragraphs around a theme in non-narrative material • I can use headings and sub-headings to aid presentation. 	<ul style="list-style-type: none"> • I know paragraphs are used to separate ideas around a theme. • I know paragraphs are used to organise ideas around a theme in non-fiction texts. • I know the use of simple organisational devices [for example, headings and sub-headings] help organise paragraphs around a theme in non-narrative material. 	<ul style="list-style-type: none"> • I can organise paragraphs around a theme in narratives, creating settings, characters, and plot • I can organise paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings
	Punctuation	<ul style="list-style-type: none"> • I know inverted commas are used to punctuate direct speech. • I know when to use direct speech. • I know what a fronted adverbial is. • I know that a comma is needed after fronted adverbials. • I know that the possessive apostrophe indicates possession of plural nouns 	<ul style="list-style-type: none"> • I can use inverted commas to punctuate direct speech. • I can use fronted adverbials to add detail to sentences. 	<ul style="list-style-type: none"> • I know inverted commas and other punctuation (such as commas) are needed to indicate direct speech. • I know apostrophes are used to mark plural possession. • I know a comma is needed after fronted adverbials. 	<ul style="list-style-type: none"> • I can use inverted commas and other punctuation to indicate direct speech. • I can use apostrophes to mark plural possession. • I can use commas after fronted adverbials.

Coleshill Writing Knowledge & Skills Progression Map

		Year 5		Year 6	
		Knowledge	Skills	Knowledge	Skills
Transcription:	Spelling	<ul style="list-style-type: none"> I know the rules for adding further prefixes and suffixes and understand the guidance for adding them Scheme of learning from Y5 NNS: → Adding suffixes beginning with vowels to words ending in ‘-fer’ I know the silent letters that are used to spell words: <i>knight, psalm, solemn</i>] See 5/6 spelling list. I know that some words are often confused because they are homophones and know when to use them: Scheme of learning from Y5 NNS: ‘ce’/’se’, <i>dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit, draught/ draft, dissent/descent, precede/proceed & wary/ weary</i>) I know that the morphology and etymology of words mean the spelling of some words need to be learnt specifically, as listed in National Curriculum in English Appendix 1 Scheme of learning from Y5 NNS: → Endings that sound like /ʃəs/ spelt ‘-cious’ or ‘-tious’ → Words ending ‘-cial’ and ‘-tial’ → Words ending in ‘ant’, ‘-ance’ and ‘-ancy’ → Words ending ‘-ent’, ‘-ence’ and ‘-ency’ I know that a dictionary can be used to check the spelling and meaning of words. I know when using a dictionary to check spelling or meaning the first three letters of a word can be used to locate it. I know when using a thesaurus I can find synonyms of words. 	<ul style="list-style-type: none"> I can use further prefixes and suffixes. I can spell some words with ‘silent’ letters I can distinguish between homophones and other words which are often confused I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in National Curriculum in English Appendix 1 I can use dictionaries to check the spelling and meaning of words. I can use the first three letters of a word to check spelling, meaning or both in a dictionary I can use a thesaurus. 	<ul style="list-style-type: none"> I know the rules for adding further prefixes and suffixes and understand the guidance for adding them Scheme of learning from Y6 NNS: → Words ending ‘-able’/ ‘-ably’, and ‘-ible’/’-ibly’ → Adding suffixes beginning with vowels to words ending in ‘-fer’ I know the silent letters that are used to spell words: <i>knight, psalm, solemn</i>] See 5/6 spelling list. I know that some words are often confused because they are homophones and know when to use them: Scheme of learning from Y6 NNS: ‘ce’/’se’, <i>dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit, draught/ draft, dissent/descent, precede/proceed & wary/ weary</i> I know that the morphology and etymology of words mean the spelling of some words need to be learnt specifically, as listed in National Curriculum in English Appendix 1. Scheme of learning from Y6 NNS: → Endings that sound like /ʃəs/ spelt ‘-cious’ or ‘-tious’ → Words ending ‘-cial’ and ‘-tial’ → Words ending in ‘ant’, ‘-ance’ and ‘-ancy’ → Words ending ‘-ent’, ‘-ence’ and ‘-ency’ I know that a dictionary can be used to check the spelling and meaning of words. I know when using a dictionary to check spelling or meaning the first four letters of a word can be used to locate it. I know when using a thesaurus, I can find synonyms of words. 	<ul style="list-style-type: none"> I can use further prefixes and suffixes. I can spell some words with ‘silent’ letters I can distinguish between homophones and other words which are often confused I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in National Curriculum in English Appendix 1 I can use dictionaries to check the spelling and meaning of words. I can use the first four letters of a word to check spelling, meaning or both in a dictionary I can use a thesaurus.
	Handwriting	<ul style="list-style-type: none"> I know how to write legibly, fluently and with increasing speed I know when given choices, which shape of a letter to choose. I know I have to decide whether or not to join specific letters I know that I have a choice of writing implements and can select the one that is best suited to a task. <i>(See Oxford Owl – Year 5 Handwriting Scope and Sequence for progression through the year)</i> 	<ul style="list-style-type: none"> I can write legibly, fluently and with increasing speed. I can choose which shape of a letter to use when given choices. I can decide whether or not to join specific letters I can choose the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> I know how to write legibly, fluently and with increasing speed. I know when given choices, which shape of a letter to choose. I know I have to decide whether or not to join specific letters I know that I have a choice of writing implements and can select the one that is best suited to a task. <i>(See Oxford Owl – Year 6 Handwriting Scope and Sequence for progression through the year)</i> 	<ul style="list-style-type: none"> I can write legibly, fluently and with increasing speed. I can choose which shape of a letter to use when given choices. I can decide whether or not to join specific letters I can choose the writing implement that is best suited for a task.

Coleshill Writing Knowledge & Skills Progression Map

Composition		<ul style="list-style-type: none"> • I know that when writing, the audience and purpose of the writing needs to be clear. • I know when writing to develop initial ideas, I need to draw on reading and research where necessary to help me. • I know that I need to start sentences in different ways. • I know text features and sentence types need to be structured matched to the text type we are working on • I know that characters are developed through their actions and dialogue. • I know when writing I need to establish a viewpoint through commenting on characters and events. • I know that grammar choices I make create an impact on the reader. • I know that vocabulary choices I make create an impact on the reader. • I know the different stylistic devices I can use to create effects in writing. • I know adding well-chosen detail will add interest to the reader. • I know how to summarise a paragraph. • I know that I need to organise my writing into paragraphs to show different information or events. 	<ul style="list-style-type: none"> • I can discuss the audience and purpose of the writing. • I can develop initial ideas, drawing on reading and research where necessary. • I can start sentences in different ways. • I can use the correct features and sentence structure matched to the text type we are working on. • I can develop characters through action and dialogue. • I can establish a viewpoint as the writer through commenting on characters and events. • I can use grammar and vocabulary can create an impact on the reader. • I can use stylistic devices to create effects in writing. • I can add well-chosen detail to interest the reader. • I can summarise a paragraph. • I can organise my writing into paragraphs to show different information or events. 	<ul style="list-style-type: none"> • I know that writing needs to be fit for purpose and the audience clearly identified. • I know when writing to develop initial ideas, I need to draw on reading and research where necessary to help me. • I know when writing, the appropriate form and register for the audience must be selected. • I know the selection and use of grammatical structures and features must be appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. • I know the selection and use of vocabulary must be appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. • I know a range of sentence starters to create specific effects and can select the most appropriate one for the text genre. • I know developed noun phrases add detail to sentences. • I know passive voice can be used to present information with a different emphasis. • I know commas are used to mark phrases and clauses. • I know when creating narrative and non-narrative writing, I need to sustain and develop ideas logically. • I know character, dialogue and action advances events in narrative writing. • I know conveying key information in writing can be achieved by summarising a text. 	<ul style="list-style-type: none"> • I can identify the audience for and purpose of the writing. • I can develop initial ideas, drawing on reading and research where necessary. • I can choose the appropriate form and register for the audience and purpose of the writing. • I can use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. • I can use a range of sentence starters to create specific effects. • I can use developed noun phrases to add detail to sentences. • I can use the passive voice to present information with a different emphasis. • I can use commas to mark phrases and clauses. • I can sustain and develop ideas logically in narrative and non-narrative writing. • I can use character, dialogue and action to advance events in narrative writing. • I can summarise a text, conveying key information in writing. 	
	Punctuation and grammar:	Sentence structure	<ul style="list-style-type: none"> • I know there are different ways to build cohesion between paragraphs. • I know that adverbs can be used to link paragraphs. • I know adverbs indicate a degree of possibility. • I know modal verbs indicate a degree of possibility. • I know expanded noun phrases add well thought out detail to writing. • I know I need to start sentences in different ways. 	<ul style="list-style-type: none"> • I can use different ways to build cohesion between paragraphs. • I can use adverbials to link paragraphs. • I can use adverbs or modal verbs to indicate a degree of possibility. • I can use expanded noun phrases to add well thought out detail to writing. • I can start sentences in different ways. 	<ul style="list-style-type: none"> • I know when writing in paragraphs this clearly signals a change in subject, time, place or event to the reader. • I know why a passive voice is used when writing and apply this to my work. • I know the different ways to vary sentence structure to suit formal and informal writing. • I know the use expanded noun phrases convey complicated information concisely. 	<ul style="list-style-type: none"> • I can write in paragraphs which clearly signal a change in subject, time, place or event. • I can use the passive voice. • I can vary sentence structure to suit formal and informal writing. • I can use expanded noun phrases to convey complicated information concisely.
		Text structure	<ul style="list-style-type: none"> • I know by using headings, sub-headings, bullet points and underlining when organising and presenting a text, the structure will help guide the reader. • I know different ways to build cohesion between paragraphs. • I know adverbials are used to link paragraphs 	<ul style="list-style-type: none"> • I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • I can build cohesion between paragraphs. • I can use adverbials to link paragraphs 	<ul style="list-style-type: none"> • I know a variety of organisational and presentational devices appropriate to the text type, and select these. • I know paragraphs signal a change in subject. • I know paragraphs signal a change in time. • I know paragraphs signal a change in place. • I know paragraphs signal a change in event. 	<ul style="list-style-type: none"> • I can use a variety of organisational and presentational devices appropriate to the text type. • I can write in paragraphs which clearly signal a change in subject, time, place or event.
		Punctuation	<ul style="list-style-type: none"> • I know brackets are used to indicate parenthesis • I know dashes are used to indicate parenthesis. • I know commas are used to indicate parenthesis. • I know the use of a comma can be to clarify meaning or avoid ambiguity. 	<ul style="list-style-type: none"> • I can use brackets, dashes and commas to indicate parenthesis • I can use commas to clarify meaning or avoid ambiguity. 	<ul style="list-style-type: none"> • I know the accurate use of the semi-colon. • I know the accurate use of the colon. • I know the accurate use of the dash. • I know the accurate use of colon to introduce a list and the semicolon within lists. • I know a hyphen can avoid ambiguity. 	<ul style="list-style-type: none"> • I can use the semi-colon, colon and dash. • I can use a colon to introduce a list and the semicolon within lists. • I can use hyphen can avoid ambiguity.

Coleshill Writing Knowledge & Skills Progression Map

		Reception		Year 1	
		Knowledge I know...	Skills I can...	Knowledge I know...	Skills I can...
Transcription:	Spelling:	<p>Start from Range 5 if baselines show need.</p> <ul style="list-style-type: none"> • I know how to hear and say the initial sound in words. (Range 6) • I know to spell I need to break the flow of speech into words. (Range 6) • I know when attempting to spell I need to start to segment the sounds in words and blend them together. (Range 6) • I know how to link sounds to letters by using my phonic knowledge. (Range 6) • I know the names and some sounds of the letters of the alphabet. (Range 6) • I know how to identify the letters in my writing. (Range 6) • I know how to create recognisable letters in sequence. (Range 6) • I know the letters in sequence, such as in their own name. (Range 6) • I know that my developing phonic knowledge can be used to write things such as labels and captions, later progressing to simple sentences. (Range 6) • I know to spell words, I need to identify sounds in them and representing the sounds with a letter or letters. (ELG) 	<ul style="list-style-type: none"> • I can break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. Range 6 • I can starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying the letters and writing recognisable letters in sequence, such as in their own name. Range 6 • I can use my developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. Range 6 • I can spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG) 	<ul style="list-style-type: none"> • I know how to identify known phonemes in unfamiliar words up to Phase 5 (See Sound!Start Phonics for Letters and Sounds; Progression Document.) • I know the alternative phonemes, taught in Phase 5, to narrow down possibilities for accurate spelling. Sound!Start: Autumn: /ch/, /v/, /ai/, /ou/, igh/, /ee/, /oi/, /ir/, /w/, and /f/ Spring: /oo/, /or/, /oa/, /ur/, /ai/, /igh/, /ee/ and /air/ Summer /o/, /e/, /u/, /i/, /y-oo/, /ai/, /igh/, /ee/, /oa/ and /air/ • I know the letter names of the alphabet in order. Sound!Start Phonics for Letters and Sounds; ay ou ie ea oy ir tch ve y (as in fairy) wh p ue ui aw ew oe i-e u-e o-e a-e e-eau al ey (as in key) are (as in share) • I know letter names that show alternative spellings of the same phoneme. • I know the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular. See National Curriculum English Appendix 1 – Year 1 • I know the rules for using the prefix un-. See National Curriculum English Appendix 1 – Year 1 • I know the rules for using the suffixes: -ing, -ed, -er and -est where no change is needed in the spelling of root words. See National Curriculum English Appendix 1 – Year 1 • I know the simple spelling rules and guidance, as listed in See National Curriculum English Appendix 1 – Year 1 • I know that to write simple sentences dictated by the teacher, I use my knowledge of the GPCs and common exception words taught so far. See National Curriculum English Appendix 1 – Year 1 	<ul style="list-style-type: none"> • I can use known phonemes to spell unfamiliar words. • I can use alternative phonemes (taught in phase 5) to spell accurately. • I can name, in order, the letters of the alphabet. • I can write alternatives ways of spelling the same sound. • I can add 's' or 'es' to make plurals for 3rd person verbs and singular. • I can use the prefix un-. • I can use the suffixes: -ing, -ed, -er and -est where no change is needed in the spelling of root words • I can use the simple spelling rules and guidance, as listed in See National Curriculum English Appendix 1 – Year 1 • I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. See National Curriculum English Appendix 1 – Year 1

Coleshill Writing Knowledge & Skills Progression Map

Handwriting	<p>Start from Range 5 if baselines show need.</p> <ul style="list-style-type: none"> • I know how to write recognisable letters. (ELG) • I know how to form letters correctly. (ELG) 	<ul style="list-style-type: none"> • I can write recognisable letters, most of which are correctly formed. (ELG) 	<ul style="list-style-type: none"> • I know that I need to sit at the table how to sit with both feet on the floor • I know that I need to hold my pencil comfortably and correctly by using the tripod grip. • I know which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. (See scope and Sequence chart – Oxford Owl) • I know where to start to form letters, starting and finishing in the correct place. (See Oxford Owl Assessment chart) • I know which is the correct direction when writing letters. (See Oxford Owl Assessment chart) • I know how to form capital letters and digits 0 - 9. (See scope and Sequence chart – Oxford Owl) 	<ul style="list-style-type: none"> • I can sit correctly at a table, with both of my feet on the floor, facing the desk when writing. • I can hold my pencil using the tripod grip. • I can identify letters in the robot family. • I can identify letters in the curly caterpillar family. • I can identify letters in the zig-zag family. • I can identify letters in the long ladder family. • I can write all lower-case letters correctly. • I can write all capital letters correctly. • I can write digits 0-9 correctly.
Composition:	<p>Start from Range 5 if baselines show need.</p> <ul style="list-style-type: none"> • I know that meaning can be communicated for a wide range of purposes. such as making greetings cards, tickets, lists, invitations, and creating their own stories and books with images and sometimes with words, in print and digital formats. (Range 6) 	<ul style="list-style-type: none"> • I can create texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations, and creating their own stories and books with images and sometimes with words, in print and digital formats. <p>Range 6:</p>	<ul style="list-style-type: none"> • I know that using a plan helps me know what I want to write about. • I know what I am going to write because I have said it out loud. • I know the skills needed to write sentences that form a narrative by using sentences. • I know that re-reading my work will help me check if it makes sense. • I know that when talking about what I have written I need to use my knowledge of key terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark) talk about what I have written. • I know when reading aloud my writing I need to talk so that people can hear me. 	<ul style="list-style-type: none"> • I can write sentences by saying out loud what I am going to write about • I can compose a sentence orally before writing it • I can sequence sentences to form short narratives (see text structure of elements to include) • I can re-read what I have written to check that it makes sense. • I can discuss what I have written with the teacher or other pupils using the key words in The National Curriculum in English Year 1: Appendix 2. • I can read aloud my writing clearly enough to be heard by their peers and the teacher.

Coleshill Writing Knowledge & Skills Progression Map

Punctuation and grammar:	Sentence structure	<p>Start from Range 5 if baselines show need.</p> <ul style="list-style-type: none"> I know that simple phrases and sentences written by me can be read by others (ELG) I know that the marks I make can be drawn, written, painted and type using a keyboard or touch-screen technology. Range 6. I know that my developing phonic knowledge can be used to write things such as labels and captions, later progressing to simple sentences. (Range 6) 	<ul style="list-style-type: none"> I can Write simple phrases and sentences that can be read by others (ELG) I can give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. Range 6 I can use my developing phonic knowledge can be used to write things such as labels and captions, later progressing to simple sentences. (Range 6) 	<ul style="list-style-type: none"> I know that my words need spaces between them. I know that 'and' is used to join words and clauses. I know how to write sentences because I know sentences need punctuation: (Capital letters, full stops, question marks) (See National Curriculum: English appendix 2) 	<ul style="list-style-type: none"> I can leave spaces between words. I can join words and joining clauses using 'and'. I can punctuate sentences using a capital letter. I can punctuate sentences using a full stop. I can punctuate sentences using a question mark. I can punctuate sentences using an exclamation mark.
	Text structure			<ul style="list-style-type: none"> I know that a short narrative is made up using sentences sequenced See Narrative progression documents. 	<ul style="list-style-type: none"> I can write a short narrative using the skills outlined in Narrative Progression Document.
	Punctuation			<ul style="list-style-type: none"> I know that words need finger spaces between them. I know that 'and' can be used to join words and join clauses I know that capital letters are needed to start a sentence. I know to use a full stop to end a statement. I know when asking a question to use a question mark. I know how to use an exclamation mark for emphasis. I know that capital letters are needed for names. I know how to use 'I'. <p>(See National Curriculum in English Appendix 2)</p>	<ul style="list-style-type: none"> I can leave spaces between words. I can join words and joining clauses using 'and' I can punctuate sentences using a capital letter at the start. I can punctuate statements / sentences using a full stop. I can punctuate sentences using a question mark. I can punctuate sentences using an exclamation mark. I can use a capital letter for names of people. I can use a capital letter for names of places. I can use a capital letter for the days of the week. I can use a capital letter for the personal pronoun 'I'.

NB: Skills in **bold** are core skills.

NB* - I can skills are applied independently away from the point of teaching.

The **knowledge** is taught during your green rote and is practised, refined, and rehearsed during this time. (80% planned for)

The **skills** are assessed in the writing that is applied in other areas of the curriculum away from the direct teaching of this unit. (2 weeks later)