

	Key Writing Knowledge						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Audience and purpose	Children know that there are different reasons for writing so that they can begin to recognise a use for these in everyday life (e.g. lists, letters, stories).	Children know that when they are speaking or reading a piece of writing, there is an intended desired result/ aim so that they are able start to modify their own delivery with the support of adults to communicate appropriately with others.	Children know that there are different reasons for reading, writing and speaking. They know that when we read, write or speak, they consider this so that when they are sharing information they can do so appropriately and clearly.	Children know that the audience of a piece means who they are writing/speaking to and the purpose of the piece is why they are writing/ speaking, so that they can begin to recognise strategies used by authors and begin to mimic this in their own writing, communicating appropriately.	Children know that the choice of content is dependent on the purpose and the audience of the piece so that they can make appropriate choices about the content of their writing across the curriculum using author inspiration to influence their choices.	Children know that the purpose and the audience of the text affect the subject matter, form and content of writing so that they can begin to make their own choices about what is the most appropriate to use. They begin to show a knowledge of this across the curriculum. They also use author inspiration to influence their choices.	Children know that subject matter, form and content are entirely dependent on the purpose and audience so that they can make informed choices about these and use this knowledge across the curriculum, also showing an influence of choices made by other authors.
Cohesion	Children know how to communicate about a given topic and can remain on topic with support from an adult so that the audience is able to understand and respond.	Children know how to communicate about a given topic and can remain on topic so that the audience is able to understand and respond.	Children know that in order for their audience to understand the content, they must communicate in a way that is clear and that remains on topic so that the audience understands the key messages being given.	Children know that in order for their audience to understand the content, they must communicate in a way that begins to show an awareness of how to link ideas so that their audience is able to clearly follow the key messages.	Children know that in order for their audience to understand the content, they must communicate in a way that shows an awareness of how to link ideas so that their audience is able to clearly follow the key messages.	Children know the importance of communicating in a way that unifies all details so that their audience is able to fully understand the content and begin to show an understanding of how to do this.	Children know how to communicate in a way that unifies all details so that their audience is able to fully understand the content.
Punctuation	Children know that there is a need for spaces to separate words so that their intended audience can read each word separately. Children know that a full stop is used to end a sentence and a capital letter is used to start a sentence so that they can begin to transcribe fluently.	Children know how to use capital letters, full stops and spaces between words accurately so that they can automatically transcribe with clear meaning.	Children know how to use basic punctuation accurately (capital letters, full stops, question marks) so that when they compose a new piece they can automatically transcribe this with clear meaning.		Children know how to use basic punctuation accurately (capital letters, full stops, question marks) and use these automatically so that they are able to begin to use more complex punctuation in order to help guide the understanding of the audience.	Children know how to use punctuation purposefully so that they can begin to control the audience and assist in their comprehension of the text.	Children know how to use punctuation in order to guide the audience through the ideas expressed in sentences so that they can fully comprehend the messages being given.
Spelling (*see separate progression document for spelling for further information about spelling progression)	Children know the alphabet so that they can begin to unlock meaning of printed symbols. Children know how to spell words using taught phonemes as well as common exception words (see spelling progression) most of the time so that they can begin to add recognisable meaning to their print that can be understood by others.	Children know how to spell words that use taught phonemes as well as some common exception words and the days of the week so that they can begin to communicate effectively with their audience. With the support of an adult, they know how to check a spelling using a word bank so that they can ensure their audience is able to comprehend the meaning of their writing.	Children know how to spell <u>many</u> common exception words and many decodable words accurately, making plausible attempts at others and using word banks to check their spellings so that their work can be read and understood by their audience.	Children know how to spell correctly <u>many</u> words from the year 3/year 4 spelling list, and begin to use a dictionary to check the spelling of words when directed by an adult so that their intended audience can decipher meaning.	Children know how to spell correctly <u>most</u> words from the year 3/year 4 spelling list, and can use a dictionary to check the spelling of words when directed by an adult so that their intended audience can decipher meaning.	Children know how to spell correctly <u>many</u> words from the year 5/year 6 spelling list, and begin to independently recognise when to use a dictionary to check the spelling of uncommon or more ambitious vocabulary so that they can communicate clearly with a wide audience.	Children know how to spell correctly <u>most</u> words from the year 5/year 6 spelling list, and can independently use a dictionary to check the spelling of uncommon or more ambitious vocabulary so that they can communicate clearly with a wide audience.
Letter formation	Children know how to sit correctly at the table, hold a pencil and form letters/numbers accurately with some prompting from an adult so that they are able to accurately transcribe.	Children know how to form letters and numbers accurately so that they can fluently transcribe, adding meaning to their writing.	Children know how to present work clearly, forming all letters accurately so that it can be read and understood by the intended audience.	Children know how to present work clearly so that it can be read and understood by the intended audience showing an awareness of how to join some words accurately.	Children know how to write with a joined, legible style and present work clearly so that their work can be understood by an intended audience. They demonstrate this across the curriculum.	Children know that there are varying ways to present and make informed choices supported by an adult in order to ensure the meaning is clear to their audience.	Children know the best way to present their work so that their meaning is clear and can be well understood by their intended audience.

Planning, editing and redrafting	Children know that they can make changes to their writing or when they are speaking so that they can be more clearly understood.	Children know that by orally rehearsing they can make amendments before sharing with an audience so that ensure that they can communicate clearly.	Children know that there is a need for planning so that they can communicate in a way that is clear and coherent and can be understood by the audience.	Children know that there is a need to revisit initial draft work and they begin to make corrections, additions and improvements with the intention of ensuring that meaning is clear to the audience.	Children know that there is a need to revisit initial draft work and make corrections, additions and improvements so that the meaning is clear to the audience.	Children know that persistence is key to producing a well-structured, cohesive piece so that they can communicate clearly with an audience and they begin to show an understanding of how to make thoughtful amendments to their pieces so that the overall intention is clear.	Children know that to produce a purposeful piece that communicates clearly with the audience, they must plan, edit and draft so that they can make corrections and amendments. Children must show writing resilience and persistence so that they can produce pieces that demonstrate a thorough knowledge of the overall intention.
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