

## Writing Knowledge Map

		Nursery	Year R	Year 1	Year 2
Transcription	Knowledge	<ul style="list-style-type: none"> <li>• Provide meanings to marks</li> <li>• Write <i>some</i> letters accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT) Recall &amp;/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. (LIT) Spell some taught common exception/high frequency and familiar words. (LIT)</li> </ul>	<ul style="list-style-type: none"> <li>• Spell words containing each of the 40+ phonemes already taught</li> <li>• Spell common exception words and the days of the week</li> <li>• name the letters of the alphabet and in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> <li>• add prefixes and suffixes:</li> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• use the prefix un–</li> <li>• use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• apply simple spelling rules and guidance, as</li> </ul>	<ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular)</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common</li> </ul>

				<p>listed in <a href="#">English appendix 1</a></p> <ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>	exception words and punctuation taught so far
Handwriting	Knowledge		<ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise</li> </ul>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul>

Composition	Knowledge	<ul style="list-style-type: none"> <li>• Use some of their print and early letter knowledge in early their writing, e.g. write a shopping list that starts at the top of their page</li> <li>• Write some or all of their name</li> </ul> <p><b>How staff will enable this?</b></p> <ul style="list-style-type: none"> <li>• Helicopter stories</li> <li>• Role play</li> <li>• Homemade books</li> </ul>	<ul style="list-style-type: none"> <li>• Write short sentences with words with known sound-letter correspondences using capital letter and full stop</li> <li>• Re-read what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• write sentences by: <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul> </li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read their writing aloud, clearly enough to be heard by their peers and the teacher</li> <li>• develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul> </li> <li>• consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> </ul> </li> </ul>
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					<p>punctuation correctly - see <a href="#">English appendix 2</a>, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <ul style="list-style-type: none"><li>• learn how to use:</li><li>• sentences with different forms: statement, question, exclamation, command</li><li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li><li>• the present and past tenses correctly and consistently, including the progressive form</li><li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li><li>• the grammar for year 2 in <a href="#">English appendix 2</a></li><li>• some features of written Standard English</li><li>• use and understand the grammatical terminology in <a href="#">English appendix 2</a> in discussing their writing</li></ul>
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Vocabulary, grammar & punctuation	Knowledge	<p>(DM: LiteracyWriting) 30-50m* • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. (DM: LiteracyWriting) 40-60m* • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>• Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment.</p>	<p>(DM: LiteracyWriting) 30-50m* • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. (DM: LiteracyWriting) 40-60m* • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using 'and'</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• learning the grammar for year 1 in <a href="#">English appendix 2</a></li> </ul> </li> <li>• use the grammatical terminology in <a href="#">English appendix 2</a> in discussing their writing</li> </ul>	<ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>• learning how to use both familiar and new punctuation correctly - see <a href="#">English appendix 2</a>, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>• learn how to use: <ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• the present and past tenses correctly and consistently, including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul> </li> <li>• the grammar for year 2 in <a href="#">English appendix 2</a></li> <li>• some features of written Standard English</li> </ul> </li> </ul>
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