

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Writing (Narrative)

Features		
- At Early Years, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters - At key stage 1 and 2, the key knowledge progression documents take full account of the National Curriculum's writing strand and the Progression Through Genres document - The transcription strand (spelling and handwriting), the composition strand and the grammar and punctuation strand of the national curriculum are outlined discretely and not within each genre - If a statement does not appear in every year group, this does not mean it is not relevant to the subsequent year groups. Teachers need to take note of earlier statements and ensure children are still given the opportunity to practice, embed and master the knowledge or skill.		
Early Years Framework		
Early Years Statutory Framework: Educational Programme Literacy	Early Learning Goal Literacy - Comprehension	Early Learning Goal Literacy – Writing
<i>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</i>	<i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</i> <i>Anticipate – where appropriate – key events in stories.</i> <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</i>	<i>Write recognisable letters, most of which are correctly formed</i> <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i> <i>Write simple phrases and sentences that can be read by others.</i>
Early Years Statutory Framework: Educational Programme Communication & Language	Early Learning Goal Communication & Language – Speaking	Early Learning Goal Communication & Language – Listening, Attention & Understanding
<i>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.</i>	<i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i> <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> <i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i>	<i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i> <i>Make comments about what they have heard and ask questions to clarify their understanding.</i> <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i>

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Text Structure	Nar N.1 Know that stories have different parts and can begin to name the beginning, middle and end	- Nar R.1 Know that a story has three key parts, the beginning a middle and an end - Nar R.2 Know how to sequence a story in order, using the three key parts	Nar 1.1 Know how to signal the beginning and end (e.g. one day)	Nar 2.1 Know how to organise sentences chronologically, indicated by time related words e.g. finally	- Nar 3.1 Know how to use time and place references to guide the reader through the text e.g. in the morning - Nar 3.2 Know how to show a clear beginning, middle and end	Nar 4.1 Know how to link opening and resolution	Nar 5.1 Know how to shape the story using the opening and resolution	Nar 6.1 Know how to raise intrigue through a well-constructed story	
			Nar 1.2 Know how to group ideas together for similarity	Nar 2.2 Know how to organise main ideas in groups	Nar 3.3 Know how to organise ideas together; paragraphs beginning to be used	Nar 4.2 Know how to organise paragraphs correctly to build up to key event	Nar 5.2 Know how to vary paragraphs in length and structure	Nar 6.2 Know how to précis longer passages	
	Nar N.2 Know the main character	- Nar R.3 Know how to identify and include the character - Nar R.4 Know a range of characters	Nar 1.3 Know how to write in third person e.g. The wolf was hiding	Nar 2.3 Know how to make reference to characters between sentences e.g. Peter and Jane/ they	Nar 3.4 Know how to strengthen cohesion between characters through relationships e.g. Jack, his, his mother, her				
			Nar 1.4 Know how to write in the appropriate tense (mostly correctly and consistently) e.g. Goldilocks was... Jack is... Y2 TAF						

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				Nar 2.4 Know how to indicate extra information using connections between sentences e.g. but they got bored, or indicate concurrent events e.g. as they were waiting		Nar 4.3 Know how to navigate the reader from one idea to the next e.g. contrasts in mood, angry mother, disheartened Jack	Nar 5.3 Know how to use pronouns to hide the doer of the action e.g. it crept into the woods	Nar 6.3 Know how to set up deliberate ambiguity in the mind of the reader until later in the text	
						Nar 4.4 Know how to avoid repetition through using different sentence structures and ellipsis	- Nar 5.4 Know how to disrupt the sequence of plot for effect e.g. flashback - Nar 5.5 Know how to include structural features of a narrative e.g. repetition for effect		
								Nar 6.4 Know how to use dialogue to move the action on or heighten empathy for central character	

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Sentence	Nar N.3 Know how to talk about what somebody is doing using either a character name or pronoun and a verb	Nar R.5 Know how to write a simple sentence using a either a character name or pronoun and a verb	Nar 1.5 Know how to start simple sentences with a pronoun and a verb e.g. He went home	Nar 2.5 Know how to use correct subject/ verb agreement e.g. He was... They were... It happened...	- Nar 3.5 Know how to use extra description in simple sentences - Know how to use verbs for specific action e.g. rushed, shoved, pushed	Nar 4.5 Know how to vary sentence structures e.g. while, although, until	Nar 5.6 Know how to vary sentence length e.g. short/long	Nar 6.5 Know how to vary sentence length and type according to purpose	
	Nar N.4 Know how to use simple adjectives when talking about stories	Nar R.6 Know how to use adjectives within a simple sentence		Nar 2.6 Know how to use simple noun phrases e.g. massive field	Nar 3.6 Know how to use expanded noun phrases e.g. two horrible hours	Nar 4.6 Know how to expand a noun phrase by modifying adjectives, nouns and preposition phrases	Nar 5.7 Know how to use figurative language to build description (sometimes clichéd) e.g. the crowd charged like bulls	- Nar 6.6 Know how to use figurative language to build up description e.g. everyone charged like a deer pack under threat - Nar 6.7 Know how to use complex noun phrases to add detail e.g. The distinctive sapphire ring was slowly removed from her slender hand	

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				Nar 2.7 Know how to use simple adverbs e.g. quickly, slowly, yesterday, today	Nar 3.7 Know how to use adverbials e.g. When she reached home, ...	Nar 4.7 Know how to use adverbs to show how often or add subtlety of meaning e.g. additionally, frequently, suspiciously		- Nar 6.8 Know how to use fronted adverbials to clarify the writer's position e.g. As a consequence of his selfish actions... - Nar 6.9 Know how to use modifiers to intensify or qualify e.g. insignificant amount, exceptionally	
				Nar 2.8 Know how to use speech-like expressions in dialogue e.g. Chill out!	Nar 3.8 Know how to use realistic and conversational dialogue e.g. Well, I suppose...	Nar 4.8 Know how to punctuate direct speech	- Nar 5.8 Know how to use dialogue to convey character and action e.g. punctuation within inverted commas, new speaker new line - Nar 5.9 Know how to develop characters and settings based on what read, listened to or seen performed	Nar 6.10 Know how to integrate dialogue in narratives to convey character and advance the action	
								Nar 6.11 Know how to use verb tenses consistently and correctly throughout writing	

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Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	Nar N.6 Know and verbally rehearse a small bank of time conjunctions to use when developing narrative, e.g: once upon a time, then, next	Nar R.8 Know the selected time conjunctions to use when developing narrative. (once upon a time, then and next)	Nar 1.7 Know how to use time conjunctions e.g. first, then, next, Once upon a time, one day, happily ever after	Nar 2.10 Know how to use a range of time conjunctions e.g. after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise					