

Reviewed July 2021	English: Composition and Transcription Essential Knowledge						
Embedding our learning culture	Curricular Goal: Know how to write for a range of purposes KS2: How can I show that I can write for a range of purposes? KS1: How can I show that I can write for different reasons?						
Safe online safety positive attitudes to learning visits	Component 1: Know how to plan						
	Reception Essential knowledge	Year 1 Essential knowledge	Year 2 Essential knowledge	Year 3 Essential knowledge	Year 4 Essential knowledge	Year 5 Essential knowledge	Year 6 Essential knowledge
Achieving alteration in LTM building knowledge including knowledge checks and mini knowledge checks building confidence high expectations	The order of given picture prompts to show the structure of a piece of writing with adult support	The order of independently created picture prompts to show the structure of a piece of writing and what they are going to write about (orally)	The structure and key vocabulary of a piece of writing recorded on a given planning map	The structure, key vocabulary/phrases and grammatical features of a piece of writing recorded on an independently created planning map		The structure, key vocabulary/phrases and grammatical features of a piece of writing recorded on an independently created planning map <ul style="list-style-type: none"> the audience for and purpose of the writing, selecting the appropriate form ideas that are derived from their own reading and research 	
Nurtured dialogic approach learning from mistakes	Component 2: Know how to draft and construct a piece of writing						
	The composition of a sentence orally	The composition of a simple sentence orally	The composition of simple and compound sentences orally	The composition of simple, compound and complex sentences orally (including dialogue)			
	There are spaces between words	Spacing between words must reflects the size of the letters					

<p>development of cultural capital: enhancements</p> <p>Included</p> <p>pupils supported to meet endpoints</p> <p>Respected</p> <p>excellent attitudes</p> <p>development of interpersonal skills: the whole child</p>	<p>Punctuation for simple sentence structures</p> <ul style="list-style-type: none"> capital letter for the start of sentences, capital letter for their name capital letter for personal pronoun 'I' full stop at the end of a sentence 	<p>Punctuation for sentence structures</p> <ul style="list-style-type: none"> capital letters for the start of sentences, proper nouns, days and months and personal pronoun 'I' full stops question marks for questions exclamations for effect 	<p>Punctuation for sentence structures</p> <ul style="list-style-type: none"> capital letters full stops question marks exclamations for exclamation and effect <p>The different forms of sentence</p> <ul style="list-style-type: none"> statement exclamation question command 					
				Commas punctuate lists		A comma punctuates a fronted adverbial	Commas punctuate sentence structures to clarify meaning or avoid ambiguity	
			The difference between singular and plural	<p>Apostrophes for contracted forms</p> <p>Apostrophes for possession (singular)</p>		Apostrophes for possession (singular and plural)		
							Hyphens join words	Hyphens punctuate sentence structures to avoid ambiguity
							Brackets, dashes or commas indicate parenthesis	

							Colons and semi-colons punctuate lists Bullet points punctuate lists of information
			Inverted commas punctuate direct speech	Inverted commas and commas punctuate direct speech	The difference between direct and indirect speech		The vocabulary and structures that are appropriate for informal speech and formal speech and writing, including the subjunctive form
	What a noun is	The difference between common nouns and proper nouns	The appropriate use of noun/pronoun to avoid repetition	What pronouns and possessive pronouns are			
	What a verb is	Commands must start with a verb in the imperative form		Standard English forms for verb inflections instead of local spoken forms			Passive and active verbs affect the presentation of information in a sentence Correct subject and verb agreement when using singular and plural
		What a vowel letter and consonant letter is	'A' precedes a consonant sound and 'an' precedes a vowel sound	What determiners and articles are			
	What an adjective is	The use of -ly in Standard English turns	What adverbs (expressing time,	What a fronted adverbial is	What modal verbs are and that adverbs and modal		A wider range of adverbials can vary in position

			adjectives into adverbs What an adverb ending -ly is	place and cause) are		verbs indicate degrees of possibility	
				What prepositions (expressing time, place and cause) are			
	The co-ordinating conjunction 'and' to be able to write compound sentences	Co-ordinating conjunctions (and, or but) to be able to write compound sentences	All co-ordinating conjunctions (FANBOYS) to be able to write compound sentences				
		Subordinating conjunctions (when, if, that, because) to be able to write complex sentences	A wider range of subordinating conjunctions to express time, place and cause (when, before, after, while, so, because) to be able to write complex sentences What the subordinate clause is	What the main clause and subordinate clause are	The position of the subordinate clause can change using commas to clarify meaning where appropriate What relative clauses, beginning with 'who', 'which', 'where', 'when', 'whose', 'that' or an omitted relative pronoun, are	Semi-colons, colons and dashes punctuate sentence structures to mark the boundaries between independent clauses	
	Simple past and present tense	The progressive form of verbs in the past and present tense	The present perfect form of verbs in the past tense			The perfect form of verbs to mark relationships of time and cause	

	Knowledge of above to write simple labels, phrases and sentence structures including their own name	Knowledge of above to write simple and compound sentence structures	Knowledge of above to write simple, compound and basic complex sentence structures	Knowledge of above to write simple, compound and basic complex sentence structures consistently in paragraph like structures	Knowledge of above to write simple, compound and complex sentences (main clause then subordinate clause and fronted adverbials) sentence structures in paragraphs (ideas organised around a theme)	Knowledge of above to write a range of sentence structures linking ideas across paragraphs using adverbials for time, place and number or tense choices The different devices needed to build cohesion within a paragraph (then, after that, this, firstly)	Knowledge of above to link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis, maintaining the theme and pace throughout Appropriate grammar and vocabulary to show understanding of how such choices can change and enhance meaning
--	--	---	--	--	--	--	---

Knowledge of above to write fictional narratives, non-narrative material and poetry (see progression of genres)

Component 3: Know how to use language features effectively

		What a noun phrase (1 adjective) is	What a noun phrase (1 and 2 adjectives) is	What an expanded noun phrases using 'with' is	What an expanded noun phrases using a preposition is		
			Senses can add to description	What a simile is	What alliteration is What an extended simile is	What hyperbole is What onomatopoeia is What a metaphor is	Difference inference techniques What an extended metaphor is Questions that draw the reader in

						What personification is	
Component 4: Know how to structure fiction writing							
A caption gives meaning	A short coherent narrative needs a sequence of sentences with a beginning and end, a setting, characters and plot (given)	A coherent narrative has a beginning, middle and end, settings, characters and plot (given)	A coherent narrative has a beginning, middle and end, settings, characters and plot (independently created)	A coherent narrative has a beginning, middle and end, settings, characters, plot, atmosphere and integrated dialogue to convey character and advance the action			
Component 5: Know how to structure non-fiction writing							
A label gives meaning	Non-fiction writing has a simple heading	Non-fiction writing has a heading and given simple subheadings	Non-fiction writing has a heading and simple subheadings (independently created)	Non-fiction writing has a range of organisational and presentational devices to structure text and to guide the reader <ul style="list-style-type: none"> headings sub-headings bullet points underlining 	Non-fiction writing has a range of organisational and presentational devices to structure text and to guide the reader <ul style="list-style-type: none"> headings sub-headings bullet points underlining tables columns 		
Component 6: Know how to evaluate and edit a piece of writing							
Appropriate reading strategies to be able to re-read what they have written to check that it makes sense							

		<p>Knowledge of above to edit writing by discussing what they have written with adult support</p>	<p>Knowledge of above to evaluate and edit writing by making simple additions, revision and corrections to own writing:</p> <ul style="list-style-type: none"> • evaluating their writing with adult/peer • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently • proof-reading to check for errors in spelling, grammar and punctuation 	<p>Knowledge of above to evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to age-related grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences • proof-reading to check for spelling and punctuation errors 	<p>Knowledge of above to evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to age-related vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors
--	--	---	--	---	--

Component 7: Know how to handwrite

Component 7: Know how to handwrite					
The tripod grip and correct posture when holding a pencil and sitting					
	Letters belong in letter 'families'				
	The formation of digits 0-9	The formation of digits of the correct size, orientation and relationship to one another			
<p>The formation of lower case and upper case letters</p> <ul style="list-style-type: none"> • correct direction • starting and finishing in the right place 	<p>The formation of lower case and upper case letters</p> <ul style="list-style-type: none"> • correct direction • starting and finishing in the right place • correct size relative to each other 	<p>The formation of lower case and upper case letters</p> <ul style="list-style-type: none"> • correct size • correct orientation • correct relationship to one another <p>Leading strokes and exit strokes join lower case letters</p> <p>Some letters, when adjacent to one another, are best left unjoined</p>	<p>Leading strokes and exit strokes join lower case letters to ensure increasing legibility, consistency and quality of handwriting</p> <p>Some letters, when adjacent to one another, are best left unjoined</p>	<p>Knowledge of handwriting applied with increasing legibility, fluency and speed</p> <p>The writing implement that is best suited for a task</p>	

Component 8: Know how to spell

<p>The names of the letters of the alphabet in order</p>	<p>The names of the letters of the alphabet in order</p> <p>Letter names to distinguish between alternative spellings of the same sound</p>	<p>Letter names to spell words aloud</p>					
<p>Phonemes and graphemes up to phase 4 to segment to make phonetically plausible attempts at spelling words</p>	<p>The 40+ phonemes and graphemes (up to phase 5) to segment to make phonetically plausible attempts at spelling words</p>	<p>All phonemes and graphemes to spell words by</p> <ul style="list-style-type: none"> learning new ways of spelling phonemes for which one or more spellings are already known learn some words with each spelling 					
<p>HFWs up to phase 3</p>	<p>HFWs up to phase 5</p>						
<p>Irregular/tricky words up to phase 3</p>	<p>Irregular/tricky words up to phase 4/5</p>						

		Days of the week and number words to 20	Months of the year and number words to 100				
		Common exception words (See NC appendix 1:Y1)	Common exception words (See NC appendix 1:Y2)	Common exception words (See NC appendix 1:Y3 and 4)	Common exception words (See NC appendix 1:Y3 and 4)	Common exception words (See NC appendix 1:Y5 and 6)	Common exception words (See NC appendix 1:Y5 and 6)
		Y1 spellings word list	Y2 spellings word list	Y3 spellings word list	Y4 spellings word list	Y5 spellings word list The morphology and etymology in spellings	Y6 spellings word list The morphology and etymology in spellings
			Homophones and near-homophones (see Y2 spelling word list)	Further homophones (see Y3 and Y4 spelling word list)		Homophones and other words which are often confused (see Y5 spelling word list)	
		Suffixes and prefixes change the meaning of the word Suffixes: -ing -est -ed -er and how to add them where no	Suffixes: -ment -ful -less -ly -ness and how to add them to spell longer words to form nouns and adjectives	Word families are words with common form and meaning Further suffixes and how to add them to words (see Y3 and Y4 spelling word list)		Further suffixes including: -ate -ise -ify and how to add them to covert nouns or adjectives into verbs (see Y5 spelling word list)	Words are related by meaning as synonyms and antonyms

		change is needed in the spelling of the root words (verbs) Suffixes: -s -es and how to add them to nouns (see Y1 spelling word list)	(see Y2 spelling word list)			
		Prefix: Un- (see Y1 spelling word list)		Further prefixes including: super- anti- auto- and how to add them to words to form nouns (see Y3 and Y4 spelling word list)	Further prefixes including verb prefixes: re- mis- over- dis- de- (see Y5 spelling word list)	
			Words with contracted forms Words with a possessive apostrophe (singular)	Words with a possessive apostrophe (regular and irregular plurals)		
		Knowledge of above to write simple sentences from memory dictated by an adult	Knowledge of above to write simple sentences from memory dictated by an adult that includes words and punctuation learnt so far			
	Alphabetical order to use a word mat (first letter of word)			Alphabetical order across a word to use a dictionary		

						Alphabetical order across a word to use a thesaurus	
Vocabulary, grammar and punctuation terminology for pupils	Reception Essential Knowledge	Year 1 Essential Knowledge	Year 2 Essential Knowledge	Year 3 Essential Knowledge	Year 4 Essential Knowledge	Year 5 Essential Knowledge	Year 6 Essential Knowledge
	letter, word, sentence	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense, past, present apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter, vowel, vowel letter inverted commas or speech marks	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause, parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points