

Foundational knowledge for Writing

Transition	Foundational Knowledge Required to Progress
Reception → Year 1	<ul style="list-style-type: none"><input type="checkbox"/> I can hold a pencil correctly<input type="checkbox"/> I can form most lower-case letters correctly<input type="checkbox"/> I can use finger spaces<input type="checkbox"/> I can write my own name correctly independently<input type="checkbox"/> I use my known phonics to write CVC words correctly<input type="checkbox"/> I can say a sentence aloud before writing it<input type="checkbox"/> I can write a sentence and read it back <p>Ready for Year 1 when pupil can write a recognisable sentence they can read back</p>

Foundational knowledge for Writing

Year 1 → Year 2

- I can form all lower-case letters accurately
- I can form Capital letters correctly and use them correctly in my writing
- I can use capital letters and full stops correctly
- I can use a finger space consistently in my writing
- I can spell common exception words correctly
- I can write 3 –4 sentences correctly using the above statements
- I can use 'and' to join sentences

Ready for Year 2 when pupil can independently write several accurate simple sentences

Year 2 → Year 3

- I can write letters with the correct orientation and size using ascenders and descenders
- I can join my writing using cursive handwriting
- I can spell many words correctly
- I can use my phonics to spell words I do not know
- I can use capital letters, full stops, commas, exclamation and question marks correctly
- I can sustain a short, structured piece of writing
- I can use co-ordination and some subordination conjunctions
- I can use present and past tense mostly accurately

Ready for Year 3 when pupil can sustain a short, structured piece of writing

Foundational knowledge for Writing

<p><input type="checkbox"/> Year 3 → Year 4</p>	<ul style="list-style-type: none"><input type="checkbox"/> I can spell previously taught words accurately including prefixes and suffixes<input type="checkbox"/> I can use conjunctions because, when, if<input type="checkbox"/> I can use adverbs and prepositional phrases<input type="checkbox"/> I can plan and write paragraphs with one idea in each<input type="checkbox"/> I can use expanded noun phrases to add detail<input type="checkbox"/> I can begin to use inverted commas to punctuate dialogue and direct speech <p>Ready for Year 4 when pupil can write cohesive paragraphs</p>
<p>Year 4 → Year 5</p>	<ul style="list-style-type: none"><input type="checkbox"/> I can use fluently joined handwriting consistently with a pen<input type="checkbox"/> I can spell most words correctly including homophones<input type="checkbox"/> I can use fronted adverbials with commas<input type="checkbox"/> I can use Pronouns consistently for cohesion<input type="checkbox"/> I can use expanded noun phrases<input type="checkbox"/> I can write paragraphs that are logically ordered and edit independently<input type="checkbox"/> I can begin to accurately use apostrophes for contractions and possessions <p>Ready for Year 5 when pupil controls sentence and paragraph structure independently</p>

Foundational knowledge for Writing

Year 5 → Year 6

- I can use fluent neat handwriting consistently
- I can use spelling rules accurately and independently
- I can use relative clauses
- I can use modal verbs
- I can use range of parenthesis (commas, brackets dashes)
- I can use cohesive devices across paragraphs
- I can plan, draft, edit and refine independently
- I can use a range of sentence structures including co-ordination, subordination and relative clauses

Ready for Year 6 when pupil can sustain control and quality across longer texts

Year 6 → Secondary

- I can use passive voice
- I can use semi colons, dashes, colons correctly
- I can sustain a voice or viewpoint
- I can select grammar and vocabulary for impact
- I can edit rigorously for clarity and accuracy
- I can accurately punctuate and use dialogue