

WOORE PRIMARY AND NURSERY SCHOOL

ENGLISH WRITING: CRUCIAL KNOWLEDGE GUIDE



YEAR 1: CRUCIAL KNOWLEDGE

Letters & spacing	Word Type	Building a sentence	Sentence types	Punctuation
<p>Lower Case Letters</p> <p>Capital Letters (Start of sentence and Proper Nouns)</p> <p>Finger Spaces</p>	<p>Noun (Person, Place or things)</p> <p>Verb (doing, having or being)</p>	<p>Phrase (group of words that <u>do not</u> have a verb) <i>the hungry dog</i></p> <p>Conjunction (a word to connect phrases or sentences)</p>	<p>Sentence (Starts with a capital letter and ends in a full stop. Must have a verb and a noun. Must make sense.)</p>	<p>Full Stop . (to show the end of a statement or command sentence)</p> <p>Question Mark ? (placed at the end of a question sentence)</p> <p>Exclamation Mark ! (placed at the end of an exclamation sentence)</p>

YEAR 2: CRUCIAL KNOWLEDGE

Letters & spacing	Word Type	Building a sentence	Sentence types	Punctuation
<p>Lower Case Letters</p> <p>Capital Letters (Start of sentence and Proper Nouns)</p> <p>Finger Spaces</p>	<p>Noun (Person, Place or things)</p> <p>Verb (doing, having or being)</p> <p>Adjective (describes a noun)</p>	<p>Phrase (group of words that <u>do not</u> have a verb) <i>the hungry dog</i></p> <p>Conjunction (a word to connect phrases or sentences)</p> <p>Tense (shows if writing is set in the past, present or future)</p>	<p>Sentence (Starts with a capital letter and ends in a full stop. Must have a verb and a noun. Must make sense.)</p> <p>Statement (tells you something) <i>The sky is blue.</i></p> <p>Command (tells you to do something) <i>Put on your coat.</i></p> <p>Question (asks you something) <i>What time is it?</i></p>	<p>Full Stop . (to show the end of a statement or command sentence)</p> <p>Question Mark ? (placed at the end of a question sentence)</p> <p>Exclamation Mark ! (placed at the end of an exclamation sentence)</p> <p>Comma , (used to separate a subordinate clause or adverbial phrase)</p>

			Exclamation (exclaims surprise about something) <i>How amazing.</i>	Apostrophe ' (Used to show contraction or possession)
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YEAR 3 CRUCIAL KNOWLEDGE

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YEAR 4 CRUCIAL KNOWLEDGE

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YEAR 5 CRUCIAL KNOWLEDGE

Letters & spacing	Word Type	Building a sentence	Sentence types	Punctuation
<p>Lower Case Letters</p> <p>Capital Letters (Start of sentence and Proper Nouns)</p> <p>Finger Spaces</p>	<p>Noun (Person, Place or things)</p> <p>Verb (doing, having or being)</p> <p>Adjective (describes a noun)</p> <p>Adverb (describes a verb)</p> <p>Prefix (a group of letters at the front of a word to change meaning)</p> <p>Suffix (a group of letters at the end of a</p>	<p>Phrase (group of words that <u>do not</u> have a verb) <i>the hungry dog</i></p> <p>Conjunction (a word to connect phrases or sentences)</p> <p>Tense (shows if writing is set in the past, present or future)</p> <p>Preposition (tells the position, time or way of something) <i>underneath, until, with joy in her heart</i></p>	<p>Sentence (Starts with a capital letter and ends in a full stop. Must have a verb and a noun. Must make sense.)</p> <p>Statement (tells you something) <i>The sky is blue.</i></p> <p>Command (tells you to do something) <i>Put on your coat.</i></p> <p>Question (asks you something) <i>What time is it?</i></p>	<p>Full Stop . (to show the end of a statement or command sentence)</p> <p>Question Mark ? (placed at the end of a question sentence)</p> <p>Exclamation Mark ! (placed at the end of an exclamation sentence)</p> <p>Comma , (used to separate a subordinate</p>

	<p>Relative Pronoun (a pronoun used to begin a relative clause) <i>Which, who, when, where, that, whose, whom</i></p>	<p>Relative Clause (a subordinate clause starting with a relative pronoun)</p> <p>Figurative Language (using similes, metaphors and personification to create imagery and description) <i>Like a moth to a flame, His anger was a raging fire. The wind danced through the trees.</i></p>	<p>Complex Sentence (a sentence containing a main clause and subordinate clause) <i>The man was exhausted despite his long rest.</i></p>	<p><i>The streets – cold and miserable-were deserted.</i></p> <p>Brackets () (used to show parenthesis and clarify a term) <i>The gecko (a form of lizard) lives in hot environments.</i></p>
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YEAR 6 CRUCIAL KNOWLEDGE

Letters & spacing	Word Type	Building a sentence	Sentence types	Punctuation
<p>Lower Case Letters</p> <p>Capital Letters (Start of sentence and Proper Nouns)</p> <p>Finger Spaces</p>	<p>Noun (Person, Place or things)</p> <p>Verb (doing, having or being)</p> <p>Adjective (describes a noun)</p> <p>Adverb (describes a verb)</p> <p>Prefix (a group of letters at the front of a word to change meaning)</p> <p>Suffix (a group of letters at the end of a</p>	<p>Phrase (group of words that <u>do not</u> have a verb) <i>the hungry dog</i></p> <p>Conjunction (a word to connect phrases or sentences)</p> <p>Tense (shows if writing is set in the past, present or future)</p> <p>Preposition (tells the position, time or way of something) <i>underneath, until, with joy in her heart</i></p>	<p>Sentence (Starts with a capital letter and ends in a full stop. Must have a verb and a noun. Must make sense.)</p> <p>Statement (tells you something) <i>The sky is blue.</i></p> <p>Command (tells you to do something) <i>Put on your coat.</i></p> <p>Question (asks you something) <i>What time is it?</i></p>	<p>Full Stop . (to show the end of a statement or command sentence)</p> <p>Question Mark ? (placed at the end of a question sentence)</p> <p>Exclamation Mark ! (placed at the end of an exclamation sentence)</p> <p>Comma , (used to separate a subordinate</p>

	<p>Relative Pronoun (a pronoun used to begin a relative clause) <i>Which, who, when, where, that, whose, whom</i></p> <p>Subject (Noun performing an action within a sentence)</p> <p>Object (Noun receiving an action within a sentence)</p>	<p>Relative Clause (a subordinate clause starting with a relative pronoun)</p> <p>Figurative Language (using similes, metaphors and personification to create imagery and description) <i>Like a moth to a flame, His anger was a raging fire. The wind danced through the trees.</i></p> <p>Active Sentence (Subject, Verb, Object)</p> <p>Passive Sentence (Object, Verb, Subject)</p>	<p>Complex Sentence (a sentence containing a main clause and subordinate clause) <i>The man was exhausted despite his long rest.</i></p> <p>Subjunctive Form (verb used to express hypothetical situations) <i>If I were to win the lottery, I would be rich.</i></p>	<p><i>The streets – cold and miserable-were deserted.</i></p> <p>Brackets () (used to show parenthesis and clarify a term) <i>The gecko (a form of lizard) lives in hot environments.</i></p> <p>Colon : (Used to introduce a list and to link independent clauses that are linked) <i>The results were clear: He was the new president.</i></p> <p>Semi-colon ; (Joins together two closely related clauses) <i>It was raining; I put on my coat.</i></p>
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TEXT TYPE CHECKLIST

DESCRIPTIVE

INFORMATIVE

INSTRUCTIONAL

PERSUASIVE

RECOUNTING

EXPLANATION

PLAYSCRIPT

**ARGUMENTS/
DISCUSSION**

FICTION

NON-FICTION

POETRY

1

Prioritise the development of communication and language



Language provides the foundation of thinking and learning and should be prioritised.

High quality adult-child interactions are important and sometimes described as talking *with* children rather than just talking *to* children.

Adults have a vital role to play in modelling effective language and communication.

Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary.

2

Develop children's early reading using a balanced approach



Early reading requires the development of a broad range of capabilities.

Using a number of different approaches will be more effective than focusing on any single aspect of early reading.

Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness.

Prior to the introduction of systematic phonics teaching, activities to develop children's phonological awareness and interest in sounds are likely to be beneficial.

3

Develop children's capability and motivation to write



Writing is physically and intellectually demanding.

Expressive language underpins writing and should be prioritised.

Provide a wide range of opportunities to communicate through writing and develop children's motivation to write.

Support children to develop the foundations of a fast, accurate, and efficient handwriting style.

Monitor the product and process of children's handwriting and provide additional support as necessary.

4

Embed opportunities to develop self-regulation



'Self-regulation' refers to children's ability to manage their own behaviour and aspects of their learning.

A number of approaches to developing self-regulation exist, including the 'Plan-Do-Review' cycle.

Embed opportunities to develop self-regulation within day-to-day activities.

Monitor the development of children's self-regulation and ensure activities remain suitably challenging.

5

Support parents to understand how to help their children learn



Effective parental engagement is challenging but has the potential to improve children's communication, language, and literacy.

Promising strategies include:

- encouraging parents to read *to* children before they can read, then to begin reading *with* children as soon as they can; and
- running workshops showing parents *how* to read and talk about books with their children effectively.

Less promising strategies include occasional home visits or homework tasks.

6

Use high quality assessment to ensure all children make good progress



Ensure clarity of purpose about the different assessments used in your setting.

Collect a small amount of high quality information to ensure that

- children who are struggling receive the right type of support; and
- time is used efficiently by avoiding rehearsing skills or content that children already know well.

Use assessments to inform, not replace, professional judgement.

Monitor children's sensory needs to ensure they do not impede learning.

Avoid using assessments to label children and split them into fixed groups.

7

Use high quality targeted support to help struggling children



High quality targeted support can ensure that children falling behind catch up as quickly as possible.

Small-group support is more likely to be effective when:

- children with the greatest needs are supported by the most capable adults;
- adults have been trained to deliver the activity being used; and
- the approach is evidence-based and has been evaluated elsewhere.

In addition to using evidence-based programmes, some specialist services are likely to be best delivered by other professionals, such as speech and language therapists.

1



Develop pupils' speaking and listening skills and wider understanding of language

- Language provides the foundation of thinking and learning and should be prioritised.
- High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.
- Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary as well as modelling and extending children's language and thinking during interactions and activities such as shared reading.
- Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills, and problem-solving are developed, as well as knowledge.

2



Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills

- Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own.
- It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.
- Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.

3



Effectively implement a systematic phonics programme

- Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.
- Consider the following when teaching a phonics programme:
 - **Training:** ensure all staff have the necessary pedagogical skills and content knowledge.
 - **Responsiveness:** check if learning can be accelerated or extra support is needed and identify specific capabilities and difficulties to focus teaching.
 - **Engagement:** lessons engage pupils and are enjoyable to teach.
 - **Adaptations:** carefully consider the potential impact of adaptations to the programme.
 - **Focus:** a responsive approach to grouping pupils is likely to help focus effort and improve teaching efficiency.

4



Teach pupils to use strategies for developing and monitoring their reading comprehension

- Reading comprehension can be improved by teaching pupils' specific strategies to support them with inferring and self-monitoring their understanding.
- These include:
 - prediction;
 - questioning;
 - clarifying;
 - summarising; and
 - activating prior knowledge.
- Teachers could introduce these strategies using modelling and structured support, which should be strategically reduced as a child progresses until they are capable of completing the activity independently.

5



Teach pupils to use strategies for planning and monitoring their writing

- Pupils' writing can be improved by teaching them to plan and monitor their writing.
- Producing quality writing is a complex process but a number of different strategies are likely to help, depending on the current skills of the writer.
- These include:
 - pre-writing activities;
 - drafting, editing and revising; and
 - sharing.
- Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently.

6



Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling

- Transcription refers to the physical processes of handwriting or typing, and spelling.
- Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing.
- A large amount of purposeful practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing.
- Spelling should be explicitly taught. Teaching could focus on spellings that are relevant to the topic or genre being studied.

7



Use high quality information about pupils' current capabilities to select the best next steps for teaching

- Collect high quality, up-to-date information about pupil's current capabilities and adapt teaching accordingly to focus on exactly what pupils need to progress. This approach is more efficient because effort is spent on the best next step and not wasted by rehearsing skills or content that a child already knows well.
- Teaching can be adapted by:
 - **changing the focus:** models of reading and writing, e.g. The Simple View of Reading, can be used to diagnose pupils' capabilities and select a particular aspect of literacy to focus on next.
 - **changing the approach:** if a pupil is disengaged or is finding activities too easy or too hard, adopt a different approach to teaching the same aspect of literacy.

8



Use high quality structured interventions to help pupils who are struggling with their literacy

- Schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support.
- Use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs.
- Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.
- Regularly review children's progress whilst they are part of the intervention to ensure the support indeed enhances their learning.

Sections are colour coded for ease of reference

1



Develop pupils' language capabilities

- Purposeful speaking and listening activities support pupils' language development. Purposeful activities include:
 - collaborative learning activities where pupils can share their thought processes;
 - reading books aloud and discussing them, including use of structured questioning; and
 - pupils articulating their ideas verbally before writing.
- Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.
- Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.

2



Support pupils to develop fluent reading capabilities

- Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.
- Develop pupils' fluency through:
 - guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and
 - repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.
- Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.

3



Teach reading comprehension strategies through modelling and supported practice

- Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:
 - prediction (based on text content and context);
 - questioning;
 - clarifying;
 - summarising; and
 - activating prior knowledge.
- Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher.
- Texts should be carefully selected to support the teaching of these strategies.

4



Teach writing composition strategies through modelling and supported practice

- Writing can be thought of as a process made up of five components:
 - planning;
 - drafting;
 - revising;
 - editing; and
 - publishing.
- Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal-setting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.
- Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.

5



Develop pupils' transcription and sentence construction skills through extensive practice

- Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.
- Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.
- Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques.

6



Target teaching and support by accurately assessing pupil needs

- Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support.
- Integrate formative assessment into classroom teaching strategies to help ensure that teaching is appropriately targeted and that pupil needs are identified.
- Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.
- A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively.

7



Use high quality structured interventions to help pupils who are struggling with their literacy

- Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support.
- There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty.