



Overstone Combined School

English – writing progression of skills

English: Writing – Progression of skills

At Overstone Combined School we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want all pupils, regardless of ability, to have the opportunity to; acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they have learnt throughout their time at Overstone Combined School. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. The belief of all staff is that every child is encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. All good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. We understand the importance of parents and carers in supporting their children to develop grammar, spelling and composition skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.

This document aims to show expectations for writing at Overstone Combined School.

The National Curriculum says:

The programmes of study for writing at key stages 1 and 2 consist of 2 dimensions:

- Transcription – spelling and handwriting
- Composition
- Grammar – word, sentence, text, punctuation

For the youngest children the Early Learning Goals clearly state the outcomes that most children should attain at the end of the Reception year with regard to Communication and Language, Physical Development and Literacy which includes writing. Each of these areas are crucial if children are to be successful writers.

Listening, Attention and Understanding

- 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;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- 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.

Physical Development

- Children show good coordination in large and small movements
- They handle equipment and tools effectively, including pencils for writing.

Writing: Transcription – Handwriting

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription - Handwriting	<p>Pupils can:</p> <ul style="list-style-type: none"> Use one-handed tools and equipment Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Develop the foundations of a handwriting style which is fast, accurate and efficient. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 	<p>Pupils can:</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these 	<p>Pupils can write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> forming lower-case letters of the correct size relative to one another starting to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters using spacing between words that reflects the size of the letters 	<p>Pupils can write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 	<p>Pupils can write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 	<p>Pupils can write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choose which shape of a letter to use when given choices and deciding whether or not to join specific letters choose the writing implement that is best suited for a task 	<p>Pupils can write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task
Vocabulary		<p>Diagonal join</p>	<p>Diagonal join Horizontal join Ascenders Descenders</p>	<p>Diagonal join Horizontal join Ascenders Descenders</p>	<p>Diagonal join Horizontal join Ascenders Descenders</p>	<p>Diagonal join Horizontal join Ascenders Descenders</p>	<p>Diagonal join Horizontal join Ascenders Descenders</p>

Writing: Transcription – Spelling

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription: spelling	<p>Pupils can:</p> <ul style="list-style-type: none"> Read and spell the RWI set 1 phonemes Spell some high frequency, common exception words 	<p>Pupils can:</p> <ul style="list-style-type: none"> Name the letters of the alphabet in order Spell words containing each of the 40+ phonemes already taught Spell RWI set 2 sounds (for reading and spelling) ay (eg day, play, say, way, stay) ee (e.g. see, tree, green, meet, week) igh (e.g. high, night, light, bright, right) oo (eg zoo food, pool, moon, zoo, soon) oo (eg book, took, foot, wood, good) ar (e.g. car, start, park, arm, garden) ow (eg own, blow, snow, grow, show) or (e.g. for, short, born, horse, morning) air (e.g. air, fair, pair, hair, chair) ir (e.g. girl, bird, shirt, first, third) ou (e.g. out, about, mouth, around, sound) oy (eg boy, toy, enjoy, annoy) Spell RWI set 3 phonemes 	<p>Pupils can:</p> <ul style="list-style-type: none"> Add the suffix -ment Add the suffix -ness (adding to a root word with no change to the root word). Add the suffix -ness (swapping y to i). Add the suffix -ful, -less, -ly J sound (-dge, -ge, g) S sound (spelt c eg city, bicycle) The n sound spelt kn and gn. The r sound spelt wr. Words ending in -le. Words ending in -el. Words ending in -al. Words ending in -il Words where s makes the zh sound. The igh sound spelt y Add the suffix -es (where the root word ends in y). Add the suffix -ed (swapping y for i) Add the suffix -ed (dropping e to add -ed 	<p>Pupils can:</p> <ul style="list-style-type: none"> Spell words from Y3 /4 common exception word list I sound (spelt y) U sound (spelt ou) Ai sound (spelt ei, eigh, ey) <p>Spell words using the prefix</p> <ul style="list-style-type: none"> un- dis- mis- re- auto- inter- anti- sub- super- 	<p>Pupils can:</p> <ul style="list-style-type: none"> Spell all words from Y3/4 common exception word list <p>Spell words ending in:</p> <ul style="list-style-type: none"> -sion -tion -cian -ture -sure -gue -que <p>Spell words using adjective ending</p> <ul style="list-style-type: none"> -ous <p>Spell words using the suffix:</p> <ul style="list-style-type: none"> -ssion -ation K sound (spelt ch) Sh sound (spelt ch) S sound (spelt sc) Spell homophones and near homophones 	<p>Pupils can:</p> <ul style="list-style-type: none"> Spell words from Y5/6 common exception word list <p>Spell words ending in:</p> <ul style="list-style-type: none"> -cious -tious -cial -tial -ent -ence -ant -ance -ancy -ible -able -ibly -ably ee sound spelt ei <p>Spell words:</p> <ul style="list-style-type: none"> that contain the letter-string ough with silent letter b with silent letter t Homophones 	<p>Pupils can:</p> <ul style="list-style-type: none"> Spell all words from Y5/6 common exception word list <p>Spell words ending in:</p> <ul style="list-style-type: none"> -ible -able Add suffixes beginning with a vowel Use hyphens The spellings ei and ie Spell words containing the letter-string ough Spell words with silent letters (silent k, g, l, n) Spell homophones

		<ul style="list-style-type: none"> • ea (e.g. sea, dream, meat, each, read) • oi (e.g. oil, join, coin, point, soil) • a-e (e.g. made, came, same, take, safe) • e-e (e.g. these, theme, complete) • i-e (e.g. five, ride, like, time, side) • o-e (e.g. home, those, woke, hope, hole) • u-e (e.g. June, rule, rude, use, tube, tune) • aw (e.g. saw, draw, yawn, crawl) • are (eg care, share) • ur (e.g. turn, hurt, church, burst, Thursday) • er (e.g. her, term, verb, person, better, under, summer, winter, sister) • ow (eg now, cow, brown, down) • ai (e.g. rain, wait, train, paid, afraid) • ea (e.g. head, bread, meant, instead, read) • oa (e.g. boat, coat, road, coach, goal) • ew. (e.g. new, few, grew, flew, drew, threw) • ire (eg hire, fire) • ear (e.g. dear, hear, beard, near, year) • ure (eg pure, sure) 	<ul style="list-style-type: none"> • Add the suffixes -er or - est (swapping y for i). • Add the suffixes -er or - est (words where no change is needed; words ending in e). • Add the suffixes -er or - est (doubling consonant, where the root word ends in short vowel plus consonant). • Add the suffix -y (to words ending in e). • Add the suffix -y (to words ending in a short vowel and a consonant). • Add the suffix -ing (to words ending in e or ie). • Add the suffix -ing (to words ending in a short vowel and a consonant). • The or sound spelt a before l and ll. • The u sound spelt o, and the or sound spelt ar after w. • The ee sound spelt ey. • The o sound spelt a after w and qu. • The ir sound spelt or after w. • The u sound spelt o, and the or sound spelt ar after w. • Words ending in -il and words where s 				
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		<ul style="list-style-type: none"> • additional phonemes/graphe mes • ie (e.g. lie, tie, pie, cried, tried, dried) • ie (e.g. chief, field, thief) • ore (e.g. more, score, before, wore, shore) • au (e.g. author, August, dinosaur, astronaut) • oe (e.g. toe, goes) • n sound (kn eg knight) • f sound (ph eg phone) • Spell Year 1 common exception (red) words • The days of the week • Using letter names to distinguish between alternative spellings of the same sound • The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck (e.g. off, well, miss, buzz, back) • n before k (e.g. bank, think, honk, sunk) • Division of words into syllables (e.g. pocket, rabbit, carrot, thunder, sunset) 	<p>makes the zh sound.</p> <ul style="list-style-type: none"> • Words ending in -tion. • Homophones • Possessive apostrophes • Contractions and apostrophes • Spell Y1/2 common exception (red) words 				
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		<ul style="list-style-type: none"> • -tch (e.g. catch, fetch, kitchen, notch, hutch) • The v sound at the end of words English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'. have, live, give • Adding s to words (e.g. cats, dogs, spends, rocks, thanks) • Adding es to words ending in ss, x, ch, sh (eg glasses, boxes, lunches, dishes) • Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper) • Adding -er and -est (e.g. grander, grandest, fresher, freshest, quicker, quickest) • Words ending -y (e.g. very, happy, funny, party, family) • New consonant spellings ph and wh (e.g. dolphin, alphabet, when) 					
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		<ul style="list-style-type: none"> Using k rather than c before e, i and y. (e.g. kit, skin) Adding the prefix – un (e.g. unhappy, undo, unload, unfair) Compound words (e.g. football, playground, farmyard, bedroom) Write from memory simple sentences dictated by the teacher 					
Vocabulary	Phoneme Digraph 'Special friends' Fred talk Fred fingers	Phoneme Digraph 'Special friends' Fred talk Fred fingers Trigraph Prefix Compound	Compound Prefix Suffix	Suffix Prefix Consonant Vowel Word family Preposition	Suffix Prefix Consonant Vowel Plural Possessive determiner	Suffix Prefix (including verbs) Consonant Vowel Plural Possessive Thesaurus	Suffix Prefix (including verbs) Consonant Vowel Plural Possessive Synonym Antonym

Writing: Composition

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	<p>Pupils can:</p> <ul style="list-style-type: none"> use their phonic knowledge to write words in ways which match their spoken sounds. write some irregular common words. write simple sentences which can be read by themselves and others. spell some words correctly and others are phonetically plausible. re-read what they have written to check that it makes sense. 	<p>Pupils can:</p> <ul style="list-style-type: none"> write sentences by saying out loud what they are going to write about write sentences by composing a sentence orally before writing it write sentences by sequencing sentences to form short narratives re-read what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read their writing aloud, clearly enough to be heard by their peers and the teacher 	<p>Pupils can:</p> <ul style="list-style-type: none"> write narratives about personal experiences and those of others (real and fictional) write about real events write poetry write for different purposes <p>Pupils can consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>Pupils can make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and 	<p>Pupils can: plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Pupils can draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	<p>Pupils can plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Pupils can draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	<p>Pupils can plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Pupils can draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating 	<p>Pupils can plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Pupils can draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating

			<p>consistently, including verbs in the continuous form</p> <ul style="list-style-type: none"> proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear 	<p>Pupils can 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 grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Pupils can:</p> <ul style="list-style-type: none"> proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>Pupils can 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 grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Pupils can:</p> <ul style="list-style-type: none"> proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>dialogue to convey character and advance the action</p> <ul style="list-style-type: none"> précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Pupils can evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the 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 	<p>dialogue to convey character and advance the action</p> <ul style="list-style-type: none"> précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Pupils can evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the 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
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						<div>choosing the appropriate register</div> <div>Pupils can:</div> <ul style="list-style-type: none">• proofread for spelling and punctuation errors• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	<div>choosing the appropriate register</div> <div>Pupils can:</div> <ul style="list-style-type: none">• proofread for spelling and punctuation errors• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
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Writing: Grammar – Word

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar: word	<p>Children will acquire an increasing amount of grapheme-phoneme correspondences across the year. This may take place during adult-led activities and across the broad and balanced EYFS provision</p> <p>Pupils can:</p> <ul style="list-style-type: none"> recognise spoken word can be represented in print begin to represent a word with an initial sound or make phonetically plausible attempts at spelling recognise high frequency common exception words 	<p>Pupils can:</p> <ul style="list-style-type: none"> use regular plural noun suffixes –s or –es [for example, dog (singular) becomes dogs (plural); wish, wishes], including the effects of these suffixes on the meaning of the noun use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) use the prefix un– knowing how it can change the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] 	<p>Pupils can</p> <ul style="list-style-type: none"> Form nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Form adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs 	<p>Pupils can:</p> <ul style="list-style-type: none"> Form nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Recognise word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] 	<p>Pupils can:</p> <ul style="list-style-type: none"> Understand the grammatical difference between plural and possessive –s Understand Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] 	<p>Pupils can:</p> <ul style="list-style-type: none"> Understand the difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing Use verb prefixes (re, over, dis, mis, de) Transform nouns and adjectives with verbs Use a thesaurus 	<p>Pupils can:</p> <ul style="list-style-type: none"> Understand how words are related by meaning as synonyms and antonyms Understand the different technical vocabulary and precise use of nouns, verbs and adjectives to add formal tone
Vocabulary	<p>Letter Word</p>	<p>Letter Word Singular Plural Suffix Prefix</p>	<p>Suffix Prefix</p>	<p>Suffix Prefix Consonant Vowel Word family Preposition</p>	<p>Suffix Prefix Consonant Vowel Plural Possessive determiner</p>	<p>Suffix Prefix (including verbs) Consonant Vowel Plural Possessive Thesaurus</p>	<p>Suffix Prefix (including verbs) Consonant Vowel Plural Possessive Synonym Antonym</p>

Writing: Grammar – Sentence

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar: Sentence	<p>Sentence</p> <p>Pupils can:</p> <ul style="list-style-type: none"> Orally rehearse sentences and word count the number of words spoken prior to writing Focus on a simple sentence – subject, verb, object Combine words to make labels, captions, lists, phrases and short sentences 	<p>Sentence</p> <p>Pupils can:</p> <ul style="list-style-type: none"> combine words to make sentences join words and join clauses using and 	<p>Sentence</p> <p>Pupils can:</p> <ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 	<p>Pupils can:</p> <ul style="list-style-type: none"> Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] 	<p>Pupils can:</p> <ul style="list-style-type: none"> Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Use fronted adverbials [for example, later that day, I heard the bad news.] 	<p>Pupils can:</p> <ul style="list-style-type: none"> Indicate degrees of possibility using modal verbs Understand the difference between structures of typical informal speech and structures appropriate to formal speech in writing Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun 	<p>Pupils can:</p> <ul style="list-style-type: none"> Use the passive form to affect the presentation of information in a sentence Use question tags in informal speech Use the subjunctive form in very formal speech and writing
Vocabulary	<p>Sentence</p>	<p>Sentence</p> <p>Coordinating conjunctions: and</p>	<p>Sentence</p> <p>Noun</p> <p>Expanded noun phrases (with adjectives)</p> <p>Adjectives</p> <p>Verb</p> <p>Adverbs</p> <p>Coordinating conjunctions: and, or, but</p> <p>Subordinating conjunctions: when, if, that, because</p> <p>Statement</p> <p>Command</p> <p>Question</p> <p>Exclamation</p> <p>Present simple</p> <p>Present progressive</p> <p>Past progressive</p> <p>Present perfect</p> <p>Present simple</p>	<p>Sentence</p> <p>Noun</p> <p>Adjectives</p> <p>Verb</p> <p>Adverbs</p> <p>Coordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Statement</p> <p>Command</p> <p>Question</p> <p>Exclamation</p> <p>Clause</p> <p>Subordinate clause</p> <p>Preposition</p> <p>Present simple</p> <p>Present progressive</p> <p>Past progressive</p> <p>Present perfect</p> <p>Clause</p>	<p>Sentence</p> <p>Noun</p> <p>Adjectives</p> <p>Verb</p> <p>Adverbs</p> <p>Conjunctions</p> <p>Statement</p> <p>Command</p> <p>Question</p> <p>Exclamation</p> <p>Clause</p> <p>Subordinate clause</p> <p>Preposition</p> <p>Present simple</p> <p>Present progressive</p> <p>Past progressive</p> <p>Present perfect</p> <p>Fronted adverbial</p>	<p>Sentence</p> <p>Noun</p> <p>Adjectives</p> <p>Verb</p> <p>Adverbs</p> <p>Conjunctions</p> <p>Statement</p> <p>Command</p> <p>Question</p> <p>Exclamation</p> <p>Clause</p> <p>Subordinate clause</p> <p>Preposition</p> <p>Present simple</p> <p>Present progressive</p> <p>Past progressive</p> <p>Present perfect</p> <p>Past Perfect</p>	<p>Sentence</p> <p>Noun</p> <p>Adjectives</p> <p>Verb</p> <p>Adverbs</p> <p>Conjunctions</p> <p>Statement</p> <p>Command</p> <p>Question</p> <p>Exclamation</p> <p>Clause</p> <p>Subordinate clause</p> <p>Preposition</p> <p>Fronted adverbial</p> <p>Relative clause</p> <p>Modal verb</p> <p>Present simple</p> <p>Present progressive</p>

			Present progressive Past progressive	Subordinate clause Preposition		Fronted adverbial Relative clause Modal verb	Past progressive Present perfect Past Perfect Passive Active Subjunctive Subject Object
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Writing: Grammar – Text

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar: Text	<p>Pupils can:</p> <ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding Use the past, present and future forms of language when talking Learn new vocabulary from texts Recognise the 4 parts of a simple narrative – opening, build up, problem and ending Retell familiar stories and texts in their own words/exact repetition 	<p>Pupils can:</p> <ul style="list-style-type: none"> Sequence sentences to form short narratives 	<p>Pupils can:</p> <ul style="list-style-type: none"> Correct choice and consistent use of past and present tense throughout writing Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs 	<p>Pupils can:</p> <ul style="list-style-type: none"> introduce paragraphs as a way to group related material Use headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] 	<p>Pupils can:</p> <ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<p>Pupils can:</p> <ul style="list-style-type: none"> Use across paragraphs using adverbials Use range of 'devices' to build cohesion (eg conjunctions) 	<p>Pupils can:</p> <ul style="list-style-type: none"> Link ideas within and across paragraphs using a range of cohesive 'devices' (adverbials, conjunctions, pronouns, synonyms) Use headings, subheadings, columns, captions and bullet points to structure texts
Vocabulary	<p>Opening Problem Ending</p>	<p>Opening Build up Problem Ending</p>	<p>Opening Build up Problem Ending Verbs – present, past</p>	<p>Opening Build up Problem Ending Verbs – present, past Headings Sub-headings</p>	<p>Opening Build up Problem Ending Verbs – present, past Headings Sub-headings Pronoun</p>	<p>Opening Build up Problem Ending Verbs – present, past Headings Sub-headings Pronoun Cohesion</p>	<p>Opening Build up Problem Ending Verbs – present, past Headings Sub-headings Pronoun Cohesion Ellipsis Bullet points</p>

Writing: Grammar – Punctuation

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar: Punctuation	Pupils can: <ul style="list-style-type: none"> Separate words with spaces Use full stops Use capital letter for the pronoun I 	Pupils can: <ul style="list-style-type: none"> use capital letters, full stops, question marks and exclamation marks to demarcate sentences use capital letters for names and for the personal pronoun I 	Pupils can: <ul style="list-style-type: none"> use capital letters, full stops, question marks and exclamation marks to demarcate sentences use apostrophes to mark where letters are missing in spelling (contractions) apostrophes to mark singular possession in nouns use commas to separate items in a list 	Pupils can: <ul style="list-style-type: none"> use inverted commas to punctuate direct speech 	Pupils can: <ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Use apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] Use commas after fronted adverbials 	Pupils can: <ul style="list-style-type: none"> Use dashes to mark boundaries between independent clauses Use commas and brackets for parenthesis Use hyphens to avoid ambiguity Use commas for clarity 	Pupils can: <ul style="list-style-type: none"> Use colons for lists Use semi-colons for elaborate lists Use semi-colons to mark boundaries between independent clauses Use bullet points
Vocabulary	Letter Word Sentence Full stop	Letter Word Sentence Full stop Capital letter Plural Singular Question mark Exclamation mark Punctuation Comma Apostrophe	Letter Capital letter Plural Singular Full stop Question mark Exclamation mark Punctuation Comma Apostrophe	Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes (missing letters and singular possession) Inverted commas (or ‘speech marks’)	Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes (plural possession) Inverted commas (or ‘speech marks’) and other speech punctuation e.g. commas Fronted adverbial Pronoun Possessive pronoun	Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes Inverted commas Fronted adverbial Pronoun Possessive pronoun Dash Parenthesis Comma Bracket Ambiguity Cohesion Hyphen Colon Semicolon Bullet point	Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes Inverted commas Fronted adverbial Pronoun Possessive pronoun Dash Parenthesis Comma Bracket Ambiguity Cohesion Hyphen Colon Semicolon Bullet point