

## Punctuation and Grammar Progression Reception to Year 6

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
Write simple sentences which can be read by themselves and others. [Part of ELG]	<p><u>Sentence structure</u> How words can combine to make sentences. Joining words and joining sentences using <i>and</i>.</p>	<p><u>Sentence structure</u> Subordination (using <i>when, if, that, because</i>) and coordination (using <i>or, and, or but</i>). Expanded noun phrases for description and specification (e.g. the blue butterfly). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p><u>Sentence structure</u> Expressing time, place and cause using conjunctions (e.g. <i>when, so, before, after, while, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>) or prepositions (e.g. <i>before, after, during, in because</i>)</p>	<p><u>Sentence structure</u> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the strict maths teacher with curly hair). Fronted adverbials (e.g. <u>Later that day</u>, I heard bad news).</p>	<p><u>Sentence structure</u> Relative clauses beginning with <i>who, which, where, why, whose, that o,an</i> omitted relative pronoun. Indicating degrees of possibility using adverbs (e.g. <i>perhaps, surely</i>) or modal verbs (e.g. <i>might, should, will, must</i>).</p>	<p><u>Sentence structure</u> Use of the passive voice to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>I were</i> or <i>Were they to come</i> in some very formal writing and speech)</p>
	<p><u>Text structure</u> Sequencing sentences to form short narratives.</p>	<p><u>Text structure</u> Correct choice and consistent use of the present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress.</p>	<p><u>Text structure</u> Introduction to paragraphs as a way to group related material. Headings &amp; sub-headings to aid presentations Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play contrasted with He went out to play</i>)</p>	<p><u>Text structure</u> Use paragraphs to organise ideas around a theme. Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.</p>	<p><u>Text structure</u> Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>). Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>), number (e.g. <i>secondly</i>) and tense choice (e.g. <i>he had seen her before</i>).</p>	<p><u>Text structure</u> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast</i>) and ellipsis. Layout devices, such as headings, subheadings, columns, bullets, tables, to structure text.</p>
	<p><u>Punctuation</u> Separation of words with spaces. Introduction to capital letters, full stops, question marks &amp; exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun I.</p>	<p><u>Punctuation</u> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling &amp; to mark singular possession in nouns.</p>	<p><u>Punctuation</u> Introduction to inverted commas to punctuate direct speech.</p>	<p><u>Punctuation</u> Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession. Use of commas after fronted adverbials.</p>	<p><u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.</p>	<p><u>Punctuation</u> Use of semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of semi-colon within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity.</p>
	<p><u>Terminology</u> letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</p>	<p><u>Terminology</u> noun, noun phrase statement, question, exclamation, command compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p><u>Terminology</u> preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas for 'speech marks'</p>	<p><u>Terminology</u> Determiner, pronoun, possessive pronoun, adverbial</p>	<p><u>Terminology</u> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p><u>Terminology</u> subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semicolon, bullet points</p>

## Writing Composition Progression Reception to Year 6

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
Write <b>simple sentences</b> which can be read by themselves and others. [Part of ELG]		Develop <b>positive attitudes</b> towards & <b>stamina</b> for writing by writing: narratives about personal experiences and those of others (real and fictional) about real events, poetry for different purposes				
	<b>Plan writing</b> Say out loud what they are going to write about	<b>Plan writing</b> Plan or say out loud what they are going to write about Write idea and/or key words including new vocab.	<b>Plan writing</b> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.		<b>Plan writing</b> Identify audience and purpose, selecting appropriate form and use other similar writing as model Note and develop initial ideas, drawing on reading & research where necessary In writing narratives, consider how authors have developed characters and settings in what childrens have read, listened to & seen performed	
	<b>Drafting and writing</b> Compose a sentence orally before writing.		<b>Drafting and writing</b> <b>Compose &amp; rehearse sentences orally</b> (including dialogue), progressively building a varied & rich vocabulary & increasing range of sentence structures.		<b>Drafting and writing</b> Select appropriate grammar and vocab, <b>understanding how such choices can change and enhance meaning</b>	
	Sequence <b>sentences</b> to form short narratives.	Encapsulate what they want to say, <b>sentence by sentence.</b>	Organise <b>paragraphs</b> around a theme		Use a wide range of devices to build cohesion within and across <b>paragraphs.</b>	
					Précis longer paragraphs.	
			In <b>narratives</b> , create settings, characters & plot		In <b>narratives</b> , describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	
			In <b>non-narrative</b> material, use simple organisational devices such as headings and sub-headings		Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).	
		Make <b>additions, revision and corrections</b> to their own writing by: Evaluating their writing with the teacher or other childrens Re-reading to check it makes sense and that verbs to indicate time are used correctly & consistently, incl verbs in the continuous form	<b>Evaluate &amp; edit:</b> Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar & vocab to improve consistency, including the accurate use of pronouns in sentences		<b>Evaluate &amp; edit:</b> Assess the effectiveness of their own and others' writing Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	
	<b>Re-read</b> what they have written to check that it makes sense	<b>Proof read</b> to check for errors in spelling, grammar and punctuation	<b>Proof read</b> for spelling and punctuation errors.		<b>Proof read</b> for spelling and punctuation errors.	
	<b>Discuss</b> what they have written with the teacher or other childrens. <b>Read aloud</b> their writing clearly enough to be heard by their peers and the teacher.	<b>Read aloud</b> their writing with appropriate intonation to make the meaning clear.	<b>Read aloud</b> their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.		<b>Perform</b> their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	

## Spelling Progression Reception to Year 6

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
<p>Use <b>phonic knowledge</b> to write words in ways which match spoken sounds. ELG.</p> <p>Some words are spelt correctly and others are <b>phonetically plausible</b>. ELG</p> <p>Write some common <b>irregular</b> words. ELG</p>	Spell words containing each of the 40+ <b>phonemes</b> already taught	Spell by segmenting words into <b>phonemes</b> and representing these by graphemes, spelling many correctly				
		Learn new ways of spelling <b>phonemes</b> for which one or more spellings are already known, & learn some words with each spelling, including a few common homophones.				
	Spell common <b>exception words</b>	Spell common <b>exception words</b>				
		Spell more words with <b>contracted</b> forms				
		Distinguish between <b>homophones</b> and near homophones	Spell further <b>homophones</b>		Continue to distinguish between <b>homophones</b> and other words which are often confused.	
	Spell <b>days</b> of the week					
			Spell words that are often misspelt.*			
	Name the letters of the <b>alphabet</b> : name in order Use letter names to distinguish between alternative spellings of same sound			Use the first two or three letters of a word to check its spelling in a <b>dictionary</b>		Use the first three or four letters of a word to check spelling, meaning or both of these in a <b>dictionary</b> . Use <b>dictionaries</b> to check the spelling and meaning of words. Use a <b>thesaurus</b> .
	Add <b>prefixes &amp; suffixes</b> : -s or -es un- -ing, -ed, -er and -est (where no change is needed in the spelling of the root words)	Add <b>suffixes</b> to spell longer words: -ment, -ness, -ful, -less & -ly.	Use further <b>prefixes &amp; suffixes</b> and understand how to add them.*		Use further <b>prefixes &amp; suffixes</b> and understand the guidance for adding them	
	<b>Write from memory</b> simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Write <b>from memory</b> simple sentences, dictated by the teacher, that include taught words and punctuation taught so far.			
	Spell by learning the possessive apostrophe (singular).	Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.				
				Spell words with <b>silent letters</b>		
					Use knowledge of <b>morphology &amp; etymology</b> in spelling and understand that the spelling of some words needs to be learnt specifically.*	