

Sacred Heart RC Nursery & Primary School



Progression in Writing
Including Early Years Foundation Stage

EYFS

The EYFS framework is structured very differently to the national curriculum as it is organized into seven areas of learning rather than into discrete subjects.

The EYFS Development Matters document was published in 2012 by Early Education with support from the DfE and later revised. It is non-statutory guidance designed to give Early Years practitioners detailed information about how and when children develop key knowledge, skills and concepts. It reinforces our understanding that to develop learning *for* history (as distinct from the learning *of* history) you need to look across and beyond the teaching of discrete subjects. The framework can thus be a useful starting point when developing and monitoring provision in Nursery and Reception classes. Most importantly, it reminds us that good Early Years practice is based upon an integrated, child-centred curriculum.

EYFS	Birth to Three	3 and 4 Year Olds	Children in Reception	Early Learning Goal
Listening and Attention	<p>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.</p> <ul style="list-style-type: none"> • Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. • Watch someone's face as they talk. • Recognise and are calmed by a familiar and friendly voice. • Listen and respond to a simple instruction. • Understand single words in context – 'cup', 'milk', 'daddy'. • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Understand simple instructions like "give to mummy" or "stop". • Recognise and point to objects if asked about them. 	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> • Can find it difficult to pay attention to more than one thing at a time. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 	<p>Understand how to listen carefully and why listening is important.</p> <ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people’s talk with interest, but can easily be distracted by other things. • Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. • Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. • Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). 			
<p>Speaking</p>	<ul style="list-style-type: none"> • Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements. • Enjoy singing, music and toys that make sounds. • Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling 	<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • May have problems saying: - some sounds: r, j, th, ch, and sh 	<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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-

	<p>sounds, laughing, cooing or babbling).</p> <ul style="list-style-type: none"> • Babble, using sounds like 'ba-ba', 'mamama'. • Copy your gestures and words. • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when 'talking'. • Reach or point to something they want while making sounds. • Use gestures like waving and pointing to communicate. • Reach or point to something they want while making sounds. • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when 'talking'. • Can become frustrated when they can't make themselves understood. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Use the speech sounds p, b, m, w. • Are usually still learning to pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi- 	<p>- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <ul style="list-style-type: none"> • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<ul style="list-style-type: none"> • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases. • Engage in story times. 	<p>fiction, rhymes and poems when appropriate;</p> <p>- 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.</p>
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	<p>syllabic words such as 'banana' and 'computer'</p>			
<p>Handwriting</p>	<ul style="list-style-type: none"> • Lift their head while lying on their front. • Push their chest up with straight arms. • Roll over: from front to back, then back to front. • Sit without support. • Reach out for objects as co-ordination develops. • Eat finger food and develop likes and dislikes. • Lift objects up to suck them. • Pass things from one hand to the other. Let go of things and hands them to another person, or drops them. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Clap and stamp to music. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Walk, run, jump and climb – and start to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, tyre swings). 	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. 	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, co-ordination and agility. • Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

	<ul style="list-style-type: none"> • Develop manipulation and control. • Explore different materials and tools. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. 	<ul style="list-style-type: none"> • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 		
<p>English: Writing</p>	<p>Enjoy drawing freely.</p> <ul style="list-style-type: none"> • Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” • Make marks on their picture to stand for their name. 	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. • Write some or all of their name. • Write some letters accurately. 	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. • They also write some irregular common words. • Some words are spelt correctly and others are phonetically plausible. • Children can spell phonically regular words of more than 1 syllable as well as many irregular but high-frequency words. • They use key features of narrative in their own writing.

The National Curriculum for English (2014) aims to ensure that all pupils:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

KS1 and KS2

Spelling & Transcription		Implementation
<u>Year 1</u>	<ul style="list-style-type: none"> • words containing each of the 40+ phonemes taught • common exception words • the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	RWI phonics Spelling lessons Spelling homework

<p><u>Year 2</u></p>	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones • learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<p>RWI phonics RWI spelling Spelling homework</p>
<p><u>Year 3</u></p>	<ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt (Appendix 1) • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>RWI spelling Spelling homework English lessons</p>
<p><u>Year 4</u></p>	<ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt (Appendix 1) • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<p>RWI spelling Spelling homework English lessons</p>
<p><u>Year 5</u></p>	<ul style="list-style-type: none"> • spell some words with ‘silent’ letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<p>RWI spelling Spelling homework English lessons</p>
<p><u>Year 6</u></p>	<ul style="list-style-type: none"> • spell some words with ‘silent’ letters • continue to distinguish between homophones and other words which are often confused 	<p>RWI spelling Spelling homework English lessons</p>

	<ul style="list-style-type: none"> • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	
Contexts for Writing		Implementation
<u>Year 1</u>	<ul style="list-style-type: none"> • writing short narratives • writing about real events • writing poetry 	T4W: Storytelling Text type progression Poetry Progression Outcomes for writing
<u>Year 2</u>	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes 	T4W: Storytelling Text type progression Poetry Progression Outcomes for writing
<u>Year 3</u>	<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 • write narratives, creating settings, characters and plot • write non-narrative material, using simple organisational devices • write explanations, recounts, biographies, adverts, letters or posters. 	T4W: Storytelling, writer's toolkit, reading as a reader, reading as a writer Text Type progression Poetry Progression Outcomes for writing
<u>Year 4</u>	<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 • write narratives, creating settings, characters and plot • write non-narrative material, using simple organisational devices • write explanations, recounts, biographies, adverts, letters or posters. 	T4W: Storytelling , writer's toolkit, reading as a reader, reading as a writer Text Type progression Poetry Progression Outcomes for writing
<u>Year 5</u>	<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 • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • write reports, biographies, narratives, speech campaigns, arguments, newspapers and reviews 	T4W: Storytelling, writer's toolkit, reading as a reader, reading as a writer Text Type progression Poetry Progression Outcomes for writing

<u>Year 6</u>	<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 in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed write reports, biographies, narratives, speech campaigns, arguments, newspapers and reviews 	T4W: Storytelling, writer's toolkit, reading as a reader, reading as a writer Text Type progression Poetry Progression Outcomes for writing
Planning Writing		Implementation
<u>Year 1</u>	<ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it 	Think it, say it, write it, check it RWI phonics Storytelling
<u>Year 2</u>	<ul style="list-style-type: none"> planning or saying out loud what they are going to write about 	Think it, say it, write it, check it RWI phonics Storytelling T4W boxing-up
<u>Year 3</u>	<ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	Storytelling T4W boxing-up Tiered Vocab
<u>Year 4</u>	<ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	Storytelling T4W boxing-up Tiered Vocab
<u>Year 5</u>	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 	Storytelling T4W boxing-up Tiered Vocab
<u>Year 6</u>	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 	Storytelling T4W boxing-up Tiered Vocab
Drafting Writing		Implementation
<u>Year 1</u>	<ul style="list-style-type: none"> sequencing sentences to form short narratives re-reading what they have written to check that it makes sense 	T4W: Innovate, imitate, independent writing Think it, say it, write it, check it Editing
<u>Year 2</u>	<ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence 	T4W: Innovate, imitate, independent writing Think it, say it, write it, check it Editing

<u>Year 3</u>	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices 	T4W: Innovate, imitate, independent writing Grammar teaching Text type overview Editing
<u>Year 4</u>	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices 	T4W: Innovate, imitate, independent writing Grammar teaching Text type overview Editing
<u>Year 5</u>	<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 dialogue to convey character and advance the action • 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 	T4W: Innovate, imitate, independent writing Grammar teaching Text type overview Editing
<u>Year 6</u>	<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 dialogue to convey character and advance the action • 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 	T4W: Innovate, imitate, independent writing Grammar teaching Text type overview Editing
Editing Writing		Implementation
<u>Year 1</u>	<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils 	Immediate feedback
<u>Year 2</u>	<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 consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation 	Writing partners Editing Marking Immediate feedback
<u>Year 3</u>	<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 • proofread for spelling and punctuation errors 	Writing partners Editing Marking Immediate feedback

<u>Year 4</u>	<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 • proofread for spelling and punctuation errors 	Writing partners Editing Marking Immediate feedback
<u>Year 5</u>	<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 choosing the appropriate register • proofread for spelling and punctuation errors 	Writing partners Editing Marking Immediate feedback
<u>Year 6</u>	<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 choosing the appropriate register • proofread for spelling and punctuation errors 	Writing partners Editing Marking Immediate feedback
Performing Writing		Implementation
<u>Year 1</u>	<ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher. 	Writing partners Reading writing to the class Book reviews Poetry performance Immediate feedback
<u>Year 2</u>	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear 	Writing partners Reading writing to the class Book reviews Poetry performance Immediate feedback
<u>Year 3</u>	<ul style="list-style-type: none"> • 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 	Writing partners Reading writing to the class Book reviews Poetry performance Immediate feedback
<u>Year 4</u>	<ul style="list-style-type: none"> • 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 	Writing partners Reading writing to the class Book reviews Poetry performance

		Immediate feedback
<u>Year 5</u>	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	Writing partners Reading writing to the class Book reviews Poetry performance Immediate feedback
<u>Year 6</u>	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	Writing partners Reading writing to the class Book reviews Poetry performance Immediate feedback
Vocabulary		Implementation
<u>Year 1</u>	<ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using "and" 	Grammar lessons RWI phonics T4W
<u>Year 2</u>	<ul style="list-style-type: none"> expanded noun phrases to describe and specify 	Grammar lessons RWI phonics RWI Spelling T4W Poetry progression
<u>Year 3</u>	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place) 	Grammar lessons RWI spelling T4W Poetry progression
<u>Year 4</u>	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place) 	Grammar lessons RWI spelling T4W Poetry progression
<u>Year 5</u>	<ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility 	Grammar lessons RWI spelling T4W Poetry progression
<u>Year 6</u>	<ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility 	Grammar lessons RWI spelling T4W Poetry progression

Grammar		Implementation
<u>Year 1</u>	<ul style="list-style-type: none"> • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • Sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I') 	RWI phonics Spelling lessons Spelling homework Grammar lessons T4W
<u>Year 2</u>	<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and coordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession 	RWI phonics RWI Spelling Spelling lessons Spelling homework Grammar lessons T4W
<u>Year 3</u>	<ul style="list-style-type: none"> • using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble) • Use of conjunctions, adverbs and prepositions 	RWI Spelling Spelling lessons Spelling homework Grammar lessons T4W
<u>Year 4</u>	<ul style="list-style-type: none"> • using fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion 	RWI Spelling Spelling lessons Spelling homework Grammar lessons T4W
<u>Year 5</u>	<ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number 	RWI Spelling Spelling lessons Spelling homework Grammar lessons T4W

<u>Year 6</u>	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis 	RWI Spelling Spelling lessons Spelling homework Grammar lessons T4W
Punctuation		Implementation
<u>Year 1</u>	<ul style="list-style-type: none"> • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	RWI phonics Grammar lessons T4W
<u>Year 2</u>	<ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	RWI phonics Grammar lessons T4W
<u>Year 3</u>	<ul style="list-style-type: none"> • using and punctuating direct speech (i.e. Inverted commas) 	Grammar lessons T4W
<u>Year 4</u>	<p>using commas after fronted adverbials</p> <ul style="list-style-type: none"> • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	RWI Spelling Grammar lessons T4W
<u>Year 5</u>	<ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis 	Grammar lessons T4W
<u>Year 6</u>	<ul style="list-style-type: none"> • using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list punctuating bullet points consistently 	Grammar lessons T4W
Grammatical Terminology		Implementation
<u>Year 1</u>	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	RWI phonics Spelling lessons Grammar lessons T4W

<u>Year 2</u>	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	RWI phonics Spelling lessons Grammar lessons T4W
<u>Year 3</u>	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	RWI phonics Spelling lessons Grammar lessons T4W
<u>Year 4</u>	determiner, pronoun, possessive pronoun, adverbial	RWI phonics Spelling lessons Grammar lessons T4W
<u>Year 5</u>	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	RWI phonics Spelling lessons Grammar lessons T4W
<u>Year 6</u>	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	RWI phonics Spelling lessons Grammar lessons T4W