

	Nursery	Reception	Year 1	Year 2	Year 3/4	Year 4	Year 5	Year 6
Vocabulary,	(DM: Literacy-	(DM: Literacy-	Develop their	Develop their	Develop their	Develop their	Develop their	Develop their
Grammar	Writing)	Writing)	understanding of the	understanding of the	understanding of the	understanding of	understanding of the	understanding of the
and	30-50m*	40-60m*	concepts set out in	concepts set out in	concepts set out in	the concepts set out	concepts set out in	concepts set out in
Punctuation	• Enjoys	Continues a	English Appendix 2	English Appendix 2 by:	English Appendix 2 by:	in English Appendix	English Appendix 2	English Appendix 2 by:
Functuation	rhyming and rhythmic	rhyming string.	by:	learning		2 by:	by:	
	activities.	Hears and says		how to use both	<ul> <li>extending</li> </ul>			<ul> <li>recognising</li> </ul>
	Shows	the initial sound	<ul> <li>leaving spaces</li> </ul>	familiar and new	the range of	<ul> <li>extending</li> </ul>	<ul> <li>recognising</li> </ul>	vocabulary and
	awareness of	in words.	between words	punctuation	sentences with	the range of	vocabulary and	structures that are
	rhyme and	<ul> <li>Can segment</li> </ul>		correctly (see	more than one	sentences with	structures that	appropriate for
	alliteration.	the sounds in	<ul> <li>joining words and</li> </ul>	English Appendix	clause by using a	more than one	are appropriate	formal speech and
	Recognises	simple words	joining clauses using	2), including full	wider range of	clause by using a	for formal speech	writing, including
	rhythm in spoken words.	and blend them	and	stops, capital	conjunctions,	wider range of	and writing,	subjunctive forms
	Listens to and	together and		letters, exclamation	including when, if,	conjunctions,	including	using passive
	joins in with	knows which	<ul> <li>beginning to</li> </ul>	marks, question	because, although	including when,	subjunctive forms	verbs to affect the
	stories and	letters represent	punctuate sentences	marks, commas for	using the	if, because,	<ul> <li>using</li> </ul>	presentation of
	poems, one-to-	some of them.	using a capital letter	lists and	present perfect	although	passive verbs to	information in a
	one and also in	• Links sounds	and a full stop,	apostrophes for	form of verbs in	<ul> <li>using the</li> </ul>	affect the	sentence
	small groups.	to letters,	question mark or	contracted forms	contrast to the	present perfect	presentation of	<ul> <li>using the</li> </ul>
	<ul> <li>Joins in with repeated</li> </ul>	naming and	exclamation mark	and the possessive	past tense	form of verbs in	information in a	perfect form of
	refrains and	sounding the		(singular)	<ul> <li>choosing</li> </ul>	contrast to the	sentence	verbs to mark
	anticipates key	letters of the	•using a capital letter	Learn how to use:	nouns or	past tense	<ul> <li>using the</li> </ul>	relationships of
	events and	alphabet.	for names of people,	sentences	pronouns	<ul> <li>choosing</li> </ul>	perfect form of	time and cause
	phrases in	<ul> <li>Begins to read</li> </ul>	places, the days of	with different	appropriately for	nouns or	verbs to mark	<ul> <li>using</li> </ul>
	rhymes and	words and	the week, and the	forms: statement,	clarity and	pronouns	relationships of	expanded noun
	<ul><li>stories.</li><li>Beginning to</li></ul>	simple	personal pronoun 'l'	question,	cohesion and to	appropriately	time and cause	phrases to convey
	be aware of the	sentences.		exclamation,	avoid repetition	for clarity and	<ul> <li>using</li> </ul>	complicated
	way stories are	• Uses	<ul> <li>learning the</li> </ul>	command	• using	cohesion and to	expanded noun	information
	structured.	vocabulary and	grammar for year 1 in	<ul> <li>expanded</li> </ul>	conjunctions,	avoid repetition	phrases to convey	concisely
	<ul> <li>Suggests how</li> </ul>	forms of speech	English Appendix 2	noun phrases to	adverbs and	• using	complicated	<ul> <li>using modal</li> </ul>
	the story might	that are		describe and	prepositions to	conjunctions,	information	verbs or adverbs to
	end.	increasingly	•use the grammatical	specify [for	express time and	adverbs and	concisely	indicate degrees of
	<ul> <li>Listens to stories with</li> </ul>	influenced by	terminology in	example, the blue	cause	prepositions to	• using	possibility
	increasing	their	English Appendix 2 in	butterfly]	<ul> <li>using</li> </ul>	express time	modal verbs or	<ul> <li>using relative</li> </ul>
	attention and	experiences of	discussing their	the present	fronted adverbials	and cause	adverbs to	clauses beginning
	recall.	books.	writing	and past tenses	<ul> <li>learning the</li> </ul>		indicate degrees	with who, which,
			-	correctly and	grammar for years		of possibility	where, when,



Describes	<ul> <li>Enjoys an</li> </ul>		consistently	3 and 4 in English	<ul> <li>using</li> </ul>	<ul> <li>using</li> </ul>	whose, that or with
main story	increasing range		including the	Appendix 2	fronted	relative clauses	an implied (i.e.
settings, eve		WORD	progressive form	indicate	adverbials	beginning with	omitted) relative
and principa		Regular	•	grammatical and	learning	who, which,	pronoun
characters.				0	ũ	, ,	•
• Shows	information can	plural noun suffixes –	subordinatio	other features by:	the grammar for	where, when,	learning the
interest in	be retrieved	s or –es [for example,	n (using when, if,	• using	years 3 and 4 in	whose, that or	grammar for year 5
illustrations	from books and	dog, dogs; wish,	that, or because)	commas after	English	with an implied	in English Appendix
and print in	computers.	wishes], including the	and co-ordination	fronted adverbials	Appendix 2	(i.e. omitted)	2
books and pl	rint	effects of these	(using or, and, or	<ul> <li>indicating</li> </ul>	indicate	relative pronoun	Indicate
in the environment	Early Learning	suffixes on the	but)	possession by	grammatical and	<ul> <li>learning the</li> </ul>	grammatical and
Recognises	Goal	meaning of the noun	• the	using the	other features	grammar for year	other features by:
familiar word	Childron road		grammar for year 2	possessive	by:	5 in English	<ul> <li>using</li> </ul>
and signs su			in English Appendix	apostrophe with	<ul> <li>using</li> </ul>	Appendix 2	commas to clarify
as own name	e simple	Suffixes	2	plural nouns	commas after	Indicate	meaning or avoid
and advertis	ing sentences. They	that can be added to	• some	<ul> <li>using and</li> </ul>	fronted	grammatical and	ambiguity in
logos.	use phonic	verbs where no	features of written	punctuating direct	adverbials	other features by:	writing
• Looks at	knowledge to	change is needed in	Standard English	speech	<ul> <li>indicating</li> </ul>	<ul> <li>using</li> </ul>	<ul> <li>using</li> </ul>
books	decode regular	the spelling of root	Use and	use and	possession by	commas to clarify	hyphens to avoid
independent	words and read	words (e.g. helping,	understand the	understand the	using the	meaning or avoid	ambiguity
books carefu	Illy. them aloud	helped, helper)	grammatical	grammatical	possessive	ambiguity in	<ul> <li>using</li> </ul>
• Knows	accurately. They		terminology in	terminology in	apostrophe with	writing	brackets, dashes or
information	also read some	How the	English Appendix 2	English Appendix	plural nouns	<ul> <li>using</li> </ul>	commas to indicate
can be relaye	ed common	prefix un- changes	in discussing their	2 accurately and	<ul> <li>using and</li> </ul>	hyphens to avoid	parenthesis
in the form o		the meaning of verbs	writing	appropriately	punctuating	ambiguity	<ul> <li>using semi-</li> </ul>
print.	Thoy	and adjectives		when discussing	direct speech	• using	colons, colons or
Holds book		[negation, for	WORD	their writing and	use and	brackets, dashes	dashes to mark
the correct v up and turns	vay	example, unkind, or	Formation	reading	understand the	or commas to	boundaries
pages.	when talking	undoing: untie the	of nouns using suffixes	reduing	grammatical	indicate	between
• Knows that	-	boat]	such as –ness, –er and	WORD	terminology in	parenthesis	independent
print carries	about what they	SENTENCE	by compounding [for	Formation of	English	<ul> <li>using semi-</li> </ul>	clauses
meaning and	have read.				-	-	
in English, is	nave reau.		example, whiteboard,	nouns using a range of	Appendix 2	colons, colons or	
read from		can combine to make	superman]	prefixes [for example	accurately and	dashes to mark	to introduce a list
		sentences	·	super–, anti–, auto–]	appropriately	boundaries	punctuating
			Formation	Use of the	when discussing	between	bullet points
		Joining	of adjectives using	forms a or an	their writing and	independent	consistently
		words and joining	suffixes such as -ful, -	according to whether	reading	clauses	use and
		clauses using and	less (A fuller list of	the next word begins			understand the
			suffixes can be found	with a consonant or a	WORD		grammatical



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	TEXT	on page 56 in the year	vowel [for example, a	• The	<ul> <li>using a</li> </ul>	terminology in
	Sequencing	2 spelling section in	rock, an open box]	grammatical	colon to	English Appendix 2
	sentences to form	English Appendix 1)	• Word	difference between	introduce a list	accurately and
	short narratives	Use of the	families based on	plural and	•	appropriately in
		suffixes –er, –est in	common words,	possessive –s	punctuatin	discussing their
	PUNCTUATION	adjectives and the use	showing how words	Standard	g bullet points	writing and reading
	Separation	of –ly in Standard	are related in form	English forms for	consistently	
	of words with spaces	English to turn	and meaning [for	verb inflections	use and	WORD
		adjectives into	example, solve,	instead of local	understand the	• The
	•	adverbs	solution, solver,	spoken forms [for	grammatical	difference between
	Introductio		dissolve, insoluble]	example, we were	terminology in	vocabulary typical of
	n to capital letters,	SENTENCE		instead of we was,	English Appendix	informal speech and
	full stops, question	•	SENTENCE	or I did instead of I	2 accurately and	vocabulary appropriate
	marks and	Subordinatio	Expressing	done]	appropriately in	for formal speech and
	exclamation marks to	n (using when, if, that,	time, place and cause		discussing their	writing [for example,
	demarcate sentences	because) and co-	using conjunctions [for	SENTENCE	writing and	find out – discover; ask
		ordination (using or,	example, when,	Noun phrases	reading	for – request; go in –
	• Capital	and, but)	before, after, while,	expanded by the		enter]
	letters for the names	Expanded	so, because], adverbs	addition of		How words
	and for the personal	noun phrases for	[for example, then,	modifying	WORD	are related by meaning
	pronoun l	description and	next, soon, therefore],	adjectives, nouns	Converting	as synonyms and
	TERMINOLOGY	specification [for	or prepositions [for	and preposition	nouns or adjectives	antonyms [for
	letter, capital letter	example, the blue	example, before, after,	phrases (e.g. the	into verbs using	example, big, large,
		butterfly, plain flour,	during, in, because of]	teacher expanded	suffixes [for example,	little]
	word, singular, plural	the man in the moon]		to: the strict maths	–ate; –ise; –ify]	SENTENCE
		How the	TEXT	teacher with curly		• Use of the
	sentence	grammatical patterns	Introduction	hair)	• Verb	passive to affect the
	punctuation, full	in a sentence indicate	to paragraphs as a way	Fronted adverbials	prefixes [for example,	presentation of
	stop, question mark,	its function as a	to group related	[for example, Later	dis–, de–, mis–, over–	information in a
	exclamation mark	statement, question,	material	that day, I heard the	and re–]	sentence [for example,
		exclamation or	Headings	bad news.]		I broke the window in
		command	and sub-headings to		SENTENCE	the greenhouse versus
			aid presentation	TEXT	Relative	The window in the
		TEXT	• Use of the	• Use of	clauses beginning	greenhouse was
		Correct	present perfect form	paragraphs to	with who, which,	broken (by me)].
		choice and consistent	of verbs instead of the	organise ideas	where, when, whose,	
		use of present tense	simple past [for	around a theme	that, or an omitted	• The
			example, He has gone			difference between
	1	1		1		

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and past tense	out to play contrasted	•	relative pronoun	structures typical of
throughout writing	with He went out to	Appropriat		informal speech and
• Use of the	play]	e choice of pronoun	Indicating	structures appropriate
progressive form of		or noun within and	degrees of possibility	for formal speech and
verbs in the present	PUNCTUATION	across sentences to	using adverbs [for	writing [for example,
and past tense to	Introduction	aid cohesion and	example, perhaps,	the use of question
mark actions in	to inverted commas to	avoid repetition	surely] or modal	tags: He's your friend,
progress [for example,	punctuate direct	PUNCTUATION	verbs [for example,	isn't he?, or the use of
she is drumming, he	speech	Use of inverted	might, should, will,	subjunctive forms such
was shouting]	TERMINOLOGY	commas and other	must]	as If I were or Were
	preposition,	punctuation to		they to come in some
PUNCTUATION	conjunction	indicate direct	TEXT	very formal writing
• Use of	word family, prefix	speech [for	Devices to build	and speech]
capital letters, full	clause, subordinate	example, a comma	cohesion within a	
stops, question marks	clause	after the reporting	paragraph [for	TEXT
and exclamation	direct speech	clause; end	example, then, after	Linking ideas
marks to demarcate	consonant, consonant	punctuation within	that, this, firstly]	across paragraphs
sentences	letter vowel, vowel	inverted commas:		using a wider range of
Commas to	letter	The conductor	• Linking	cohesive devices:
separate items in a list	inverted commas (or	shouted, "Sit	ideas across	repetition of a word or
Apostrophes	'speech marks')	down!"]	paragraphs using	phrase, grammatical
to mark where letters		Apostrophes to	adverbials of time	connections [for
are missing in spelling		mark plural	[for example, later],	example, the use of
and to mark singular		possession [for	place [for example,	adverbials such as on
possession in nouns		example, the girl's	nearby] and number	the other hand, in
[for example, the girl's		name, the girls'	[for example,	contrast, or as a
name]		names]	secondly] or tense	consequence], and
TERMINOLOGY		Use of commas after	choices [for example,	ellipsis
noun, noun phrase		fronted adverbials	he had seen her	• Layout
statement, question,		TERMINOLOGY	before]	devices [for example,
exclamation,		determiner	PUNCTUATION	headings, sub-
command		pronoun, possessive	<ul> <li>Brackets,</li> </ul>	headings, columns,
compound, suffix		pronoun	dashes or commas to	bullets, or tables, to
adjective, adverb,		adverbial	indicate parenthesis	structure text]
verb				
tense (past, present)			• Use of	PUNCTUATION
apostrophe, comma			commas to clarify	Use of the
			meaning or avoid	semi-colon, colon and

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				ambiguity	dash to mark the
					boundary between
				TERMINOLOGY	independent clauses
				modal verb, relative	[for example, It's
				pronoun	raining; I'm fed up]
				relative clause	
					Use of the
				parenthesis, bracket,	colon to introduce a
				dash	list and use of semi-
				cohesion, ambiguity	colons within lists
					Punctuation
					of bullet points to list
					information
					• How
					hyphens can be used
					to avoid ambiguity [for
					example, man eating
					shark versus man-
					eating shark, or
					recover versus re-
					cover]
					TERMINOLOGY
					subject, object
					active, passive
					synonym, antonym
					ellipsis, hyphen, colon,
					semi-colon, bullet
					points
	1	1			

\*The EYFS framework is not intended to link into the Key stage One curriculum and is the foundation before where children acquire the knowledge, skills and understanding necessary for their future next steps