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|  | **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3/4** | **Year 4** | **Year 5** | **Year 6** |
| **Vocabulary, Grammar and Punctuation** | (DM: Literacy- Writing)Write some or all of their name.(DM: Literacy- Communication & Language)Use a wider range of vocabulary.Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.Use longer sentences of four to six words.Start a conversation with an adult or a friend and continue it for many turns.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. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” | (DM: Literacy- Writing)Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.Re-read what they have written to check that it makes sense.Form lower-case and capital letters correctly.**Early learning Goals****Comprehension-** children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (DM: Literacy- Communication & Language)Learn new vocabulary.Use new vocabulary through the day.Connect one idea or action to another using a range of connectives.Use new vocabulary in different contexts.Use talk to help work out problems and organise thinking and activities.Articulate their ideas and thoughts in well-formed sentences.Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.**Early Learning Goals****Listening, Attention and Understanding-** children at the expected level of development will: - 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-** children at the expected level of development will: - 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. | Develop their understanding of the concepts set out in English Appendix 2 by:•leaving spaces between words* joining words and joining clauses using and
* 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’
* learning the grammar for year 1 in English Appendix 2
* use the grammatical terminology in English Appendix 2 in discussing their writing

WORD• Regular plural noun suffixes – s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun• Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)• How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]SENTENCE• How words can combine to make sentences• Joiningwords and joining clauses using andTEXT• Sequencing sentences to form short narrativesPUNCTUATION• Separation of words with spaces•Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences• Capitalletters for the names and for the personal pronoun I TERMINOLOGYletter, capital letter word, singular, pluralsentence punctuation, full stop, question mark, exclamation mark | Develop their understanding of the concepts set out in English Appendix 2 by:* learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:* sentences with different forms: statement, question, exclamation, command
* expanded noun phrases to describe and specify [for example, the blue butterfly]
* the present

and past tenses correctly and consistently including the progressive form• subordinatio n (using when, if, that, or because) and co-ordination (using or, and, or but)• thegrammar for year 2 in English Appendix 2• some features of written Standard English Use and understand the grammatical terminology in English Appendix 2 in discussing their writingWORD• Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]• Formation of adjectives using suffixes such as –ful, – less (A fuller list ofsuffixes can be found on page 56 in the year 2 spelling section in English Appendix 1)• Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbsSENTENCE• 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 commandTEXT• Correct choice and consistent use of 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 [for example, she is drumming, he was shouting]PUNCTUATION• Use ofcapital 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 and to mark singular possession in nouns [for example, the girl’s name]TERMINOLOGYnoun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verbtense (past, present) apostrophe, comma | Develop their understanding of the concepts set out in English Appendix 2 by:* extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
* using the present perfect form of verbs in contrast to the past tense
* choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
* using conjunctions, adverbs and prepositions to express time and cause
* using fronted adverbials
* learning the

grammar for years 3 and 4 in EnglishAppendix 2 indicate grammatical and other features by:• using commas after fronted adverbials• indicating possession by using the possessive apostrophe with plural nouns• using and punctuating direct speechuse and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and readingWORD• Formation of nouns using a range of prefixes [for example super–, anti–, auto–]• Use of the forms a or an according to whether the next word beginswith a consonant or a vowel [for example, a rock, an open box]• Wordfamilies based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]SENTENCE• Expressing 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]TEXT• Introduction to paragraphs as a way to group related material• Headings and sub-headings to aid presentation• Use of the present perfect form of verbs instead of the simple past [forexample, He has gone out to play contrasted with He went out to play]PUNCTUATION• Introduction to inverted commas to punctuate direct speechTERMINOLOGYpreposition, conjunctionword family, prefix clause, subordinate clausedirect speech consonant, consonant letter vowel, vowel letterinverted commas (or ‘speech marks’) | Develop their understanding of the concepts set out in English Appendix 2 by:* extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
* using the present perfect form of verbs in contrast to the past tense
* choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
* using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials
* learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by:
* using commas after fronted adverbials
* indicating possession by using the possessive apostrophe with plural nouns
* using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
* WORD
* The
* grammatical difference between plural and possessive –s
* 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]
* SENTENCE
* 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)
* Fronted adverbials [for example, Later that day, I heard the bad news.]
* TEXT
* Use of
* paragraphs to organise ideas around a theme
* Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition PUNCTUATION
* Use of 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!”] Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]
* Use of commas after fronted adverbials TERMINOLOGY
* determiner pronoun, possessive pronoun
* adverbial
 | Develop their understanding of the concepts set out in English Appendix 2 by:* 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
* using expanded noun phrases to convey complicated information concisely
* using modal verbs or adverbs to indicate degrees

of possibility• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun• learning the grammar for year 5 in English Appendix 2 Indicate grammatical and other features by:• using commas to clarify meaning or avoid ambiguity in writing• using hyphens to avoid ambiguity• using brackets, dashes or commas to indicate parenthesis• using semi- colons, colons or dashes to mark boundaries between independent clauses• using a colon to introduce a list•punctuation g bullet points consistentlyuse and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and readingWORD• Converting nouns or adjectives into verbs using suffixes [for example,–ate; –ise; –ify]• Verbprefixes [for example, dis–, de–, mis–, over– and re–]SENTENCE• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]TEXTDevices to build cohesion within a paragraph [for example, then, after that, this, firstly]• Linkingideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] PUNCTUATION• Brackets, dashes or commas to indicate parenthesis• Use ofcommas to clarify meaning or avoid ambiguityTERMINOLOGYmodal verb, relative pronounrelative clause parenthesis, bracket, dashcohesion, ambiguity | Develop their understanding of the concepts set out in English Appendix 2 by:* 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
* using expanded noun phrases to convey complicated information concisely
* using modal verbs or adverbs to indicate degrees of possibility
* using relative clauses beginning with who, which,

where, when, whose, that or with an implied (i.e. omitted) relative pronoun• learning the grammar for year 5 in English Appendix 2Indicate grammatical and other features by:• using commas to clarify meaning or avoid ambiguity in writing• using hyphens to avoid ambiguity• using brackets, dashes or commas to indicate parenthesis• using semi- colons, colons or dashes to mark boundaries between independent clauses• using a colon to introduce a list• punctuating bullet points consistentlyuse andunderstand the grammatical, terminology in English Appendix 2 accurately and appropriately in discussing their writing and readingWORD• Thedifference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]• How words are related by meaning as synonyms and antonyms [for example, big, large, little]SENTENCE• Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].• Thedifference betweenstructures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]TEXT• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis• Layoutdevices [for example, headings, sub- headings, columns, bullets, or tables, to structure text]PUNCTUATION• Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]• Use of the colon to introduce a list and use of semi- colons within lists• Punctuation of bullet points to list information• Howhyphens can be used to avoid ambiguity [for example, man eating shark versus man- eating shark, or recover versus re- cover]TERMINOLOGYsubject, object active, passive synonym, antonymellipsis, hyphen, colon, semi-colon, bullet points |