

Word						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Express themselves effectively, showing awareness of listeners' needs.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Develop their own narratives and explanations by connecting ideas or events.</p>	<p>Regular <b>plural noun suffixes</b> –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the <b>prefix</b> un– changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, unkind, or undoing: untie the boat]</p>	<p>Formation of <b>nouns</b> using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of suffixes can be found in the Spelling Progression Map)</p> <p>Use of the <b>suffixes</b> –er, –est in <b>adjectives</b> and the use of –ly in Standard English to turn adjectives into <b>adverbs</b></p>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super–, anti–, auto–]</p> <p>Use of the <b>forms</b> a or an according to whether the next <b>word</b> begins with a consonant or a vowel [for example, a rock, an open box]</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>The grammatical difference between <b>plural</b> and <b>possessive</b> –s</p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, –ate; –ise; –ify]</p> <p><b>Verb prefixes</b> [for example, dis–, de–, mis–, over– and re–]</p>	<p>The difference 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]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>

Sentence						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children write simple sentences which can be read by themselves and others.	How <b>words</b> can combine to make <b>sentences</b>  join <b>words</b> and joining <b>clauses</b> using 'and'	<b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but)  Expanded <b>noun phrases</b> 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	Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], <b>adverbs</b> [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of]	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)  <b>Fronted adverbials</b> [for example, Later that day, I heard the bad news.]	<b>Relative clauses</b> beginning with who, which, where, when, whose, that, or an omitted relative pronoun  Indicating degrees of possibility using <b>adverbs</b> [for example, perhaps, surely] or <b>modal verbs</b> [for example, might, should, will, must]	Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].  The difference between structures 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 <b>subjunctive</b> forms such as If I were or Were they to come in some very formal writing and speech]



## Text Structure

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Sequencing <b>sentences</b> to form short narratives</p>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</p>	<p>Devices to build <b>cohesion</b> within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence], and <b>ellipsis</b></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>



# Mytchett Primary Academy – Writing and Grammar Knowledge and Skills Progression



Punctuation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Separation of <b>words</b> with spaces  Introduction to capital letters and full stops.	Separation of <b>words</b> with spaces  Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>  Capital letters for names and for the personal <b>pronoun 'I'</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>  Commas to separate items in a list  <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Introduction to inverted commas to <b>punctuate</b> direct speech	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]  <b>Apostrophes</b> to mark <b>plural</b> possession [for example, the girl's name, the girls' names]  Use of commas after <b>fronted adverbials</b>	Brackets, dashes or commas to indicate parenthesis  Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, It's raining; I'm fed up]  Use of the colon to introduce a list and use of semi-colons within lists  <b>Punctuation</b> 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						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grapheme, phoneme, digraph, trigraph, word, sentence, letter, capital letter, full stop	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points