



## Mytchett Primary Academy – Writing and Grammar Skills Progression



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 un–</b> 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>



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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.	<p>How <b>words</b> can combine to make <b>sentences</b></p> <p>join <b>words</b> and joining <b>clauses</b> using 'and'</p>	<p><b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>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]</p>	<p>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)</p> <p><b>Fronted adverbials</b> [for example, Later that day, I heard the bad news.]</p>	<p><b>Relative clauses</b> beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using <b>adverbs</b> [for example, perhaps, surely] or <b>modal verbs</b> [for example, might, should, will, must]</p>	<p>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)].</p> <p>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]</p>



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Text						
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>



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Punctuation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Separation of <b>words</b> with spaces</p> <p>Introduction to capital letters and full stops.</p>	<p>Separation of <b>words</b> with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Capital letters for names and for the personal <b>pronoun 'I'</b></p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>Introduction to inverted commas to <b>punctuate</b> direct speech</p>	<p>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!"]</p> <p><b>Apostrophes</b> to mark <b>plural</b> possession [for example, the girl's name, the girls' names]</p> <p>Use of commas after <b>fronted adverbials</b></p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>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]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover</p>

Terminology						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Grapheme, phoneme, digraph, trigraph, word, sentence, letter, capital letter, full stop</p>	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>