Huntley C of E School   Progression in English: **Vocabulary, Grammar & Punctuation**

Handwriting, Drafting & Editing

Refer to page 80 of NC document for terminology glossary for words in **bold*

		Year One	Year Two	Year Three	Year Four	Year Five	Year Six
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*]	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 of **suffixes** can be found on page **Error! Bookmark not defined.** 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 **adverbs**	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** begins with a **consonant** or a **vowel** [for example, *a rock, an open box*] **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]	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*]	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –*ate; –ise; –ify*] **Verb prefixes** [for example, *dis–, de–, mis–, over–* and *re–*]	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*] How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].

		Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Sentence		How **words** can combine to make **sentences** Joining **words** and joining **clauses** using *and*	**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 command	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*]	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.*]	**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*]	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)*]. 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 **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]

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Text		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*]	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 [for example, *He has gone out to play* contrasted with *He went out to play*]	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	Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*] Linking ideas 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]	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** Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Punctuation	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*	Use of capital 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*]	Introduction to inverted commas to **punctuate** direct speech	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**	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 **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 How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]
	Finger spaces **Capitals** for names **. ? !**	**Capitals** for proper nouns and sentence starts **,** for lists **'** for omission and singular possession	**" "** for direct speech	**Speech punctuation** **'** for plural possession **,** after fronted adverbials	**( ) - - , ,** for parenthesis **,** for clarification	**; : –** for boundary between clauses **:** for listing **;** within listing **●** **-** **'** for contractions

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Terminology for pupils	alphabet capital letter 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

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Handwriting	Finger Spaces Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' and to practise these.	Form lower-case letters in the correct direction, starting and finishing in the right place Form lower-case letters of the correct size relative to one another Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use finger spacing that reflects the size of the letters	Use diagonal and horizontal strokes to join some letters	Paragraph leaving a line or indent Use diagonal and horizontal strokes to join all letters excluding capitals Increase legibility e.g. awareness of ascenders and descenders not touching on separate lines, all up and down strokes are parallel	Punctuation that reflects the size of the letters Choose a writing implement that is best suited for the task	Maintain legible joins when writing at speed – judge which letters should be left un-joined for their style Break handwriting rules for emphasis e.g. capitals for shouting

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Drafting and Editing	Say out loud what they are going to write about Compose a sentence orally before writing it Re-read what they have written to check it makes sense Discuss what they have written with a teacher or peer Read aloud their writing so they can be heard by teachers and peers	Plan or say out loud what they are going to write about Write down ideas/ and or key words as notes Evaluate writing with teacher or peer support Re-read what they have written to check it makes sense – verb forms to indicate time are correctly used Proof-read for spelling, grammar, and punctuation (sentence starts, and ends are punctuated) Read aloud their writing with appropriate intonation to make the meaning clear	*Year 3 & 4 requirements split for River & Estuary coverage.* Use the first 2 or 3 letters of a word to check its spelling in a dictionary Discuss writing similar to that which they are planning to write Compose and rehearse sentences orally – developing rich vocabulary Begin to organise paragraphs around a theme Assess effectiveness of own and others writing – does it meet the genre brief?	*Year 3 & 4 requirements split for River & Estuary coverage.* Use a thesaurus Discuss and record ideas Clearly organise paragraphs around a theme Note down and develop initial ideas – with scaffold if required Plan and proof-read for organisational devices e.g. subheadings Assess effectiveness of own and others writing - suggesting improvements Read for, and improve, effective pro-noun use Propose changes to vocabulary and grammar to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear	*Year 5 & 6 requirements split for Estuary & Ocean coverage.* Identify the audience for and purpose of the writing Note down and develop initial ideas – independently with no scaffold Use further organisational and presentational devices to guide the reader e.g. underlining & bullet points Assess effectiveness of own and others writing Propose changes to vocabulary and grammar to clarify meaning Proof-read for consistent use of tense throughout the piece of writing	*Year 5 & 6 requirements split for Estuary & Ocean coverage.* Note down and develop initial ideas, drawing on research and reading if necessary – independently Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register