Year group	Word	Sentence	Text	Punctuation	Terminology
EYFS	Use **capital letter** at the start of name. Write own name.	Know that words are ordered from left to right. Use a capital letter at the beginning of a sentence.	Expect written text to make sense.	Recognise and use a full stop at the end of a sentence.	**Word, sentence**
Year 1	Extend knowledge and understanding of **pluralisation** through 🗆 recognising the use of singular and plural forms in speech and through shared writing 🗆 understand and use the terminology *plural noun suffixes* 🗆 recognising **regular** *plural noun suffixes* –s or –es, including the effects of these suffixes on the meaning of the noun 🗆 transforming sentences from singular to plural and vice versa, noting which words have to change and which do not. 🗆 noticing which nouns can be pluralized and which cannot, e.g. trousers, rain	Understand and use the terminology word and sentence. Understand how words can combine to make sentences. Separate words with spaces. Understand use and the term **clauses**. Practise joining words and joining clauses using 'and'. Understand and use the term **pronoun**. Use **capital letters** for personal pronoun 'I', for names and the first word in a sentence.	Sequence sentences to form short narrative. Reread own writing and check if it makes sense. Understand other common uses of capitalisation e.g., for personal titles (Mr, Mrs), headings, book titles and emphasis.	End a sentence with a **full stop.** Use **question marks.** Use **exclamation marks.**	**letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark**
Year 2	Understand and use the term *tense* in relation to **verbs** - know that tense refers to time.	Use a greater variety of **conjunctions** to join 2 sentences through 🗆 **subordination** (using *when, if, that, because*) and 🗆 **co-ordination** (using *or, and, but*).	Identify and use correct choice and consistent use of **present tense** and **past tense** throughout writing. Identify use of the **progressive form**	Identify and use capital letters, full stops, question marks and exclamation marks to demarcate sentences.	**noun, noun phrase statement, question,**

		Identify how the grammatical patterns in a sentence indicate its function as a **statement**, **question**, **exclamation** or **command**. Turn statements into **questions**, learning a range of "wh" words, typically used to open questions: *what, where, when, who,* and to add question marks Use expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*] .	of verbs in the present and past tense to mark actions in progress [for example, *she is drumming*, *he was shouting*] .	Identify and use commas to separate items in a list. Identify and use apostrophes to mark where letters are missing in spelling. Identify and use apostrophes to mark singular possession in nouns [for example, *the girl's name*] through identifying possessive apostrophes in reading and to whom or what they refer understanding the basic rules for apostrophising singular nouns, e.g. the man's hat distinguishing between uses of the apostrophe for omission and possession beginning to use the apostrophe appropriately in their own writing.	**exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma**
Year 3	Use the term *adjective* appropriately . Use the term *inverted*	Understand the function of **adjectives** in sentences through: identifying adjectives in shared reading discussing and defining what they have in	Identify and use (Introduction to) **paragraphs** as a way to group related material.	Understand the basic conventions of **speech punctuation** through: introduction to	**preposition conjunction word family,**

	commas. Understand and use the term *adverb*. To use the term *preposition* appropriately. Identify and use 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*]. Identify **word families** based on common words, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*] .	common i.e. words which qualify nouns (expanded noun phrase) experimenting with deleting and substituting adjectives and noting the effects on meaning collecting and classifying adjectives, e.g. for colours, sizes, moods. Expressing **time, place and cause** using: conjunctions [for example, *when, before, after, while, so, because*] adverbs [for example, *then, next, soon, therefore*] prepositions [for example, *before, after, during, in, because of*] Begin to use **speech punctuation** through use of inverted commas in own writing using capital letters to mark the start of direct speech. Understand the function of **prepositions** in sentences through: Searching for, identifying and classifying a range of prepositions Experimenting with substituting different prepositions and their effect on meaning. Extend knowledge, understanding and use of **verbs**, focussing on: Tenses: past, present, future; investigating how different tenses are formed by using auxillary verbs e.g. have, was, shall, will.	Identify and use **headings and sub-headings** to aid presentation. Identify 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*].	inverted commas to punctuate direct speech. identifying inverted commas in reading beginning to use inverted commas in own writing using capital letters to mark the start of direct speech using the term *inverted commas*	**prefix** **clause, subordinate clause** **direct speech** **consonant, consonant letter** **vowel, vowel letter** **inverted commas (or 'speech marks')**
Year 4	Identify the grammatical difference between **plural** and **possessive** *–s.*	Ensure **grammatical agreement** in speech and writing of pronouns and verbs, e.g. *I am, we are,* in standard English.	Identify and use **paragraphs** to organise ideas around a theme.	Identify and use **inverted commas** and other punctuation to indicate	**determiner** **pronoun,**

				Identify and use appropriate **choice of pronoun or noun** within and across sentences to aid cohesion and avoid repetition	direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*].	**possessive pronoun adverbial**
	Identify and use the **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*].	Write in the **correct tense** [for example past for story, present for explanations]. Use **speech punctuation** through ⬚ use of inverted commas in own writing ⬚ using capital letters to mark the start of direct speech ⬚ using some punctuation before the inverted speech are closed ⬚ using a new line for a new speaker ⬚ using the conventions which mark boundaries between spoken words and the rest of the sentence Identify and use **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*). Identify and use **commas** to mark grammatical boundaries within sentences ⬚ fronted adverbials [for example, *Later that day*, I heard the bad news.] Extend knowledge, understanding and use of expressive and figurative language in stories and poetry through: ⬚ constructing adjectival phrases ⬚ examining comparative and superlative adjectives ⬚ comparing adjectives on a scale of intensity (e.g. *hot, warm, tepid, lukewarm, chilly, cold*) ⬚ relating them to adverbs which indicate degrees of intensity (e.g. very, quite, more, most) and through investigating words which			Identify and use **apostrophes** to mark plural possession [for example, *the girl's name*, *the girls' names*] and for irregular plural nouns [for example, children's playground]. Use **commas** after fronted adverbials.	

		can be intensified in these ways and words which cannot Identify use of conjunctions to structure an argument, [for example, adverbs, adverbial phrases, conjunctions *"If …., then", "on the other hand…", "finally", "so"*] .			
Year 5	Convert **nouns or adjectives** into verbs using suffixes [for example, *–ate; –ise; –ify*]. Identify and use **verb prefixes** [for example, *dis–, de–, mis–, over– and re–*].	Identify and use **relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun. Ensure that, in using **pronouns**, it is clear to what or whom they refer Become aware of **conditionals** through: ⬜ Using reading to investigate conditionals, e.g. using *if…then, might, could, would,* and their uses, e.g. in deduction, speculation, supposition ⬜ Using these forms to construct sentences which express, e.g. possibilities, hypotheses ⬜ Exploring the use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past), reviewing a range of options and their outcomes (future) Indicate degrees of possibility using adverbs [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*].	Identify and use devices to build **cohesion** within a **paragraph** [for example, *then, after that, this, firstly*]. Identify and use 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].	Identify and use brackets, dashes or commas to indicate **parenthesis**. Identify and use **commas** to clarify meaning or avoid ambiguity. Use further **punctuation** marks: colon, semi-colon, dashes, brackets Use punctuation marks accurately in complex sentences.	**modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity**
Year 6	Understand and use the terms *active* and *passive* when referring to verbs. Understand the term *impersonal* voice.	Understand the 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)*]] through ⬜ transforming a sentence from active to	Be aware of the differences between **spoken and written language**, including: ⬜ the need for writing to make sense away from immediate context ⬜ the use of punctuation to replace	Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, *It's raining; I'm fed up*].	**subject, object active, passive synonym, antonym**

	Understand 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*]. Understand how words are related by meaning as **synonyms** and **antonyms** [for example, *big, large, little*].	passive and vice-versa noting and discussing how changes from active to passive affect the word order and sense of a sentence investigating further the use of active and passive verbs investigating how sentences can be re-ordered by changing from one to the other considering how the passive voice can conceal the agent of a sentence, e.g. *The chicks were kept in an incubator* Understand 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]. Investigate connecting words and phrases: collect examples from reading and thesauruses study how points are typically connected in different kinds of text classify useful examples for different kinds of text – for example, by position (*besides, nearby, by*); sequence (*firstly, secondly*); logic (*therefore, so, consequently*) Identify conjunctions which have multiple purposes (e.g. *on, under, besides*)	intonation, pauses, gestures the use of complete sentences Understand features of **formal official language** through collecting and analysing examples, discussing when and why they are used noting the conventions of the language [for example, use of the impersonal voice, imperative verbs, formal vocabulary] collecting typical words and expressions [for example, *"Those wishing to …"*, *"hereby …"*, *"forms may be obtained …."*]. **Identify and use 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. Identify and use **layout devices** [for example, headings, sub-headings, columns, bullets, or tables, to structure text]. Revise the **language conventions** and grammatical features of the different types of text such as: narrative (e.g. stories and novels) recounts (e.g. anecdotes, accounts	Use the **colon** to introduce a list and use of **semi-colons** within lists. Identify and use punctuation of **bullet points** to list information. Identify how **hyphens** can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*].	**ellipsis, hyphen, colon, semi-colon, bullet points**

| | | | of observations, experiences)
⧠ instructional texts (e.g. instructions and directions)
⧠ reports (e.g. factual writing, description)
⧠ explanatory texts (how and why)
⧠ persuasive texts (e.g. opinions and promotional literature)
⧠ discursive texts (e.g. balanced arguments | | |