**Progression in writing: vocabulary, grammar and punctuation**

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| **EYFS development matters: Communication and language** | | **EYFS development matters: Literacy** |
| 3 and 4 year olds | 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’.  Use longer sentences of four – six words. | Engage in extended conversation about stories, learning new vocabulary. |
| Children in reception | Learn new vocabulary.  Use new vocabulary through the day.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Describe events in some detail.  Use new vocabulary in different contexts (such as phrases from a story)  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  **ELG: 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. | Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop. |

**National curriculum guidance for Key Stage 1**

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| **Year 1**  Non-statutory guidance: | | | | | |
|  | **Grammar** | | **Punctuation** | | **Terminology to be taught** |
| Autumn term | Uses the personal pronoun ‘I’. | | Leaves spaces between words.  Uses a capital letter for the start of a sentence. | | letter, capital letter word, sentence punctuation, full stop, |
| Spring term | Uses ‘and’ to join ideas within a sentence. | | Begins to use other punctuation, such as exclamation and question marks.  Uses a full stop accurately. | | singular, plural  question mark, exclamation mark |
| Summer term | May attempt to use other conjunctions.  Makes sure that word choices are thoughtful and uses word banks to support this.  Begins to use adjectives to add detail to sentences. | | Uses capital letters for the names of people, places and days of the week. | |  |
| **Year 2**  Non-statutory guidance:  \* | | | | | |
|  | | **Grammar** | | **Punctuation** | **Terminology to be taught** |
| Autumn term | | Uses sentences with different forms: statements, questions, exclamations and commands.  Uses co-ordination (using or and but). | | Uses full stops and capital letters – most are correct.  Uses exclamation marks and question marks accurately to demarcate sentences. | compound,  apostrophe,  statement, question, exclamation, command |
| Spring term | | Uses expanded noun phrases to describe, expand and specify eg The delicate, blue butterfly flew off into the humid, summer sky.  Uses subordination (using when, if, that or because). | | Uses capital letters for the personal pronoun ’I’ and most proper nouns. | noun, noun phrase  suffix  adjective, adverb |
| Summer term | | Word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.Uses past and present tenses correctly and consistently including the progressive form.  Uses adjectives, adverbs and expanded noun phrases to add detail and specify. | | Begins to use commas to separate items in a list.  Sometimes uses apostrophes for singular possession. | comma  verb  tense (past, present) |
| Year 3 and Year 4  Non-Statutory guidance  \*Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.  \*Pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt. | | | | | |
| **Year 3** | | **Grammar** | | **Punctuation** | **Terminology to be taught** |
| Autumn Term | | Use a range of sentences with more than one clause by using a wider range of conjunctions in my writing. (When, if, because, although)  Use powerful verbs and introduce the idea of a verb.  Recognise and use determiners ‘a’, ‘an’ and ‘the’ appropriately (an apply, a house, the yellow car/ the an a) | | Begin to use inverted commas for some direct speech punctuation. | Conjunction- co-ordinating and subordinating, determiner, direct speech, inverted commas (or ‘speech marks’) |
| Spring Term | | Use the perfect form of verbs instead of the simple past.  Understand the purpose of adverbs.  Use adverbs effectively in writing  Use conjunction, adverbs and prepositions to express time and cause. | | Use apostrophes for possession with increasing accuracy including plural possession. | Preposition, conjunction co-ordinating and subordinating |
| Summer Term | | Word choices are adventurous and carefully selected to add detail and to engage the reader.  Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials. | | Commas are sometimes used to mark clauses and phases. | Clause, subordinate clause, |
| **Year 4** | | **Grammar** | | **Punctuation** | **Terminology to be taught** |
| Autumn Term | | Use a range of sentences with more than one clause-through use of conjunctions.  Use a wider range of conjunctions, such as, although, however, despite, as well as.  Use the correct article ‘a’ or ‘an’.  Sentences often opened in different ways to create effects. | | All my sentences are correctly demarcated. | Terminology from previous years and…  determiner, |
| Spring Term | | Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.  Make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency. (e.g. accurate use of pronouns in sentences)  Use fronted adverbials of place, time and manner, including the use of a comma. | | Use the apostrophe for omission and possession.  Secure the use of punctuation in direct speech-including a comma after the reporting clause. | Possessive pronoun, adverbial |
| Year 4  Summer Term | | Use expanded noun phases with modifying adjectives.  Use adverbs and prepositions to express time, place and cause.  Build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions.  Use standard English for verb inflections-instead of spoken forms. | | Almost always use commas for fronted adverbials. |  |
| **Year 5** | | **Grammar** | | **Punctuation** | **Terminology to be taught** |
| Autumn Term | | Ensure the correct and consistent use of tense throughout a piece of writing.  Use a wide range of conjunctions- co-ordinating and subordinating.  Start sentences in different ways (-ed/ing/simile openers, adverbials, conjunctions, not with the pronouns I, He, She, They, It, Him, Her etc or The. (adverbials of time-Later, When the, As the dawn broke, ) (adverbials of place-nearby, inside, On top of, Over the rainbow, In a nearby village) (manner-as  quick as a flash, with legs swinging in the air)  Use a thesaurus for alternate word choices. | | Use commas to clarify meaning or avoid ambiguity in writing. | (previous years and…)  ambiguity |
| Spring Term | | Use stylistic devices to create effects in writing. (simile, metaphor, personification)  Use model verbs or adverbs to indicate degrees of possibility.  Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun  Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. | | Use colons to introduce a list.  Use inverted commas and other punctuation to accurately indicate direct speech. | model verb, relative pronoun, relative clause |
| Summer Term | | Use the perfect form of verbs to mark relationships of time and cause.  Choose words for deliberate effect and use them thoughtfully and with precision. | | Use brackets, dashes or commas to indicate parenthesis. | Parenthesis, bracket, dashes, commas |
| **Year 6** | | **Grammar** | | **Punctuation** | **Terminology to be taught** |
| Autumn Term | | Use the correct tense throughout a piece of writing.  Use model verbs mostly appropriately to suggest degrees of possibility.  Add precision, detail and qualification using prepositional phrases and adverbs.  Effectively draft my work so that I enhance meaning and adapt my grammar choices for effect. | | Can mostly use commas correctly to mark phrases and clauses-clarity. | (previous years and…)  ellipsis |
| Spring Term | | Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs. (Pronouns/adverbials, conjunctions, similes- ing, -ed, adverb openers/repetition of key words for effect/prepositional phrases/tenses are secure/ellipses in narrative)  Ensure correct subject verb agreement in singular and plural.  Use a wide range of clause structures, sometimes varying their position within the sentence. (Relative clauses, embedded clauses, subordinate and co-ordinating clauses/adverbials/prepositional clauses).  Use structures typical of very formal speech. | | Make some correct use of a further range of punctuation across a range of writing. (Colons to start lists; semi-colons to separate items in lists and hyphens to emphasis ideas/use of semi-colon/colon to mark clauses-it’s raining, I’m fed up, bullet points)  Use punctuation for parenthesis mostly correct. | Subject, object, active, colon, semi-colon, hyphen, bullet points |
| Summer Term | | Use model verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty.  Use a range of verb forms to create more subtle meaning.  Use the passive voice to present information with a different emphasis.  Vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning. | |  | Passive |