

English

Writing- Sentence Level and SPaG Progression

Handwriting – Progression in Skills

<p>Writing- Transcription- Handwriting</p>	<p>Nursery:</p> <ul style="list-style-type: none"> Shows a preference for a dominant hand. Holds pencil in fingers rather than a whole hand grasp, using a comfortable grip. Demonstrates good control, when holding pens and pencils. Makes marks to represent their name/writes some of their 1st name. Copies some recognisable letter shapes from familiar words e.g. name 	<p>Year 1:</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.</p>	<p>Year 3: Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Year 5:</p> <p>Write legibly and with increasing speed by choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</p>
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	<p>Reception</p> <ul style="list-style-type: none"> • Can sit at a table to write. • Uses a comfortable grip (preferably tripod) with some consistency. • Writes most lower-case letters correctly. • Write some recognisable upper-case letters. • Sometimes uses finger spacing between words with the help of a counter or finger spacer. 	<p>Year 2:</p> <p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practice these.</p>	<p>Year 4:</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of handwriting (e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</p>	<p>Year 6:</p> <p>Write legibly and with increasing speed by choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</p>
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Grammar – Progression in Skills				
Grammar - Word	<p>Nursery:</p> <ul style="list-style-type: none"> • Says the initial sound in some familiar words e.g. names/family names/shops • Orally segments some simple cvc words. 	<p>Year 1:</p> <p>Use plural noun suffixes - s and -es</p> <p>Add suffixes to verbs where no change is needed to the root</p> <p>Change the meaning of verbs and adjectives by adding prefix un</p>	<p>Year 3:</p> <p>Form nouns with a range of prefixes [for example super-, anti-, auto-]</p> <p>Use a or an according to whether the next word begins with a vowel or consonant</p>	<p>Year 5:</p> <p>Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Use verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>
	<p>Reception:</p> <ul style="list-style-type: none"> • Writes cvc words and labels using Phase 2 and most Phase 3 phonemes. 	<p>Year 2:</p> <p>Form nouns using suffixes such as –ness, –er and by compounding</p>	<p>Year 4:</p> <p>Recognise the grammatical difference between plural and possessive –s</p>	<p>Year 6:</p> <p>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p>

	<ul style="list-style-type: none"> Spells Phase 2 and Phase 3 tricky words: Phase 2: the, no, go, I, to, into. Phase 3: he, she, we, me, be you, are, her, was, all, they, my 	<p>[for example, whiteboard, superman]</p> <p>Form adjectives using suffixes such as -ful, -less</p> <p>Use the suffixes -er, -est in adjectives and use -ly in Standard English to turn adjectives into adverbs</p>	<p>Use 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]</p>	
<p>Grammar sentence - Cohesion Varying sentence type</p>	<p>Nursery:</p> <ul style="list-style-type: none"> Gives meaning to the marks they make. Asks simple questions. 	<p>Year 1:</p> <p>Combine words to make sentences</p> <p>Leave spaces between words</p> <p>Join words and clauses using and</p> <p>Sequence sentences to form short narratives</p>	<p>Year 3:</p> <p>Express 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]</p>	<p>Year 5:</p> <p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>
	<p>Reception:</p> <ul style="list-style-type: none"> Speaks in full sentences. Starting to write lists, labels, captions & short sentences. Sometimes use finger spacing between words with the help of a counter or finger spacer. 	<p>Year 2:</p> <p>Use subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Write sentences with different forms: Statement, question, exclamation or command</p>	<p>Year 4:</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>Year 6:</p> <p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>
<p>Grammar Cohesion - Within paragraphs</p>			<p>Year 3:</p> <p>Begin to use paragraphs: Expressing time, place and cause using conjunctions, adverbs and prepositions</p>	<p>Year 5:</p> <p>Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p>
			<p>Year 4:</p> <p>Use Fronted adverbials [for example, later that day, I heard the bad news.]</p>	<p>Year 6:</p> <p>using a range of cohesive devices, including adverbials (also repetition, ellipsis etc) within and across sentences and paragraphs</p>

			Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition.	
Grammar Cohesion - Between Paragraphs			Year 3: Expressing time, place and cause using conjunctions, adverbs and prepositions	Year 5: Link 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]
			Year 4: Use Fronted adverbials [for example, later that day, I heard the bad news.]	Year 6: Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis]
Grammar Cohesion - Tenses	Nursery: <ul style="list-style-type: none"> Uses future and past tenses when speaking e.g. "I am going to the park" and "I went to the shop"? 	Year 1: Uses past, present & future forms accurately when writing simple sentences	Year 3: Use 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	Year 5: Link ideas using tense choices Use modal verbs [for example, might, should, will, must] or adverbs [for example, perhaps, surely] to indicate degrees of possibility
	<ul style="list-style-type: none"> Reception: Uses past, present & future forms accurately when talking. 	Year 2: Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Year 4: Use 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	Year 6: Use 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)]. Use subjunctive forms such as If I were or Were they to come in some very formal writing and speech
Grammar - Punctuation		Year 1: Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Year 3: Use inverted commas to punctuate direct speech	Year 5: Use commas to clarify meaning or avoid ambiguity Use brackets, dashes or commas to indicate parenthesis

	<p>Reception:</p> <ul style="list-style-type: none"> • Uses capital letters to start their own & other familiar names. • Starting to experiment with full stops, capital letters and exclamation marks within their writing. 	<p>Year 2:</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>Year 4:</p> <p>Use commas after fronted adverbials</p> <p>Indicate apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use 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!"]</p>	<p>Year 6:</p> <p>Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up]</p> <p>Use the colon to introduce a list and use semi-colons within lists</p> <p>Punctuate bullet points consistently</p> <p>Use hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>