



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	<p>Pupils should be taught to:</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - develop positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary 	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas - draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) <p>non-narrative material, using simple organisational devices such as headings and sub-headings</p> <p>- evaluate and edit by:</p>	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas - draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) - organising paragraphs around a theme <p>in narratives, creating settings, characters and plot</p> <p>non-narrative material,</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed - draft and write



		<ul style="list-style-type: none"> - encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors 	<p>using simple organisational devices such as headings and sub-headings</p> <ul style="list-style-type: none"> - evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <ul style="list-style-type: none"> - using a wide range of devices to build cohesion within and across paragraphs using devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) - evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify 	<p>by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the
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					<p>meaning</p> <ul style="list-style-type: none"> - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>reader (e.g. headings, bullet points, underlining)</p> <ul style="list-style-type: none"> - evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when
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						<p>using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>- proof-read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
<p>Vocabulary, grammar and punctuation (overview)</p>	<p>leaving spaces between words</p> <p>joining words and joining sentences using <i>and</i></p> <p>beginning to punctuate sentences using a capital letter and a full stop,</p>	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out below</p> <p>- learning how to use both familiar and new punctuation correctly (see below), including full stops, capital</p>	<p>Pupils should be taught to:</p> <p>- extending the range of sentences with more than one clause by using a wider range of conjunctions, <i>e.g. when, if, because, although</i></p> <p>- choosing nouns or pronouns appropriately for clarity and cohesion</p>	<p>Pupils should be taught to:</p> <p>- extending the range of sentences with more than one clause by using a wider range of conjunctions, <i>e.g. when, if, because, although</i></p> <p>- using the perfect form of verbs to mark relationships of time and</p>	<p>Pupils should be taught to:</p> <p>- using expanded noun phrases to convey complicated information concisely</p> <p>- using modal verbs or adverbs to indicate degrees of</p>	<p>Pupils should be taught to:</p> <p>- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the</p>



<p>question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms</p> <p>learning how to use:</p> <ul style="list-style-type: none"> - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify, <i>e.g. the blue butterfly</i> - the present and past tenses correctly and consistently including the progressive form - subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) - learning the grammar in column 1 of year 2 in below - using some features of written Standard 	<p>and to avoid repetition</p> <ul style="list-style-type: none"> - using conjunctions, - indicate grammatical and other features by: - using and punctuating direct speech 	<p>cause</p> <ul style="list-style-type: none"> - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - indicate grammatical and other features by: - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with singular and plural nouns - using and punctuating direct speech 	<p>possibility</p> <ul style="list-style-type: none"> - using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun - indicate grammatical and other features by: - using commas to clarify meaning or avoid ambiguity in writing - using brackets, dashes or commas to indicate parenthesis - using a colon to introduce a list - punctuating bullet points consistently - use and understand the grammatical terminology in the grammar below appropriately in discussing their 	<p>presentation of information in a sentence</p> <ul style="list-style-type: none"> - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun - indicate grammatical and other features by: - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity
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		English use and understand the grammatical terminology below in discussing their writing			writing and reading.	<ul style="list-style-type: none"> - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between main clauses - using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology below accurately and appropriately in discussing their writing and reading.
Word	Regular plural noun suffixes <i>-s</i> or <i>-es</i> (e.g. <i>dog, dogs; wish, wishes</i>), including the effects of these suffixes on the	Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding (e.g. <i>whiteboard,</i>	Formation of nouns using a range of prefixes , such as <i>super-, anti-, auto-</i> Use of the forms <i>a</i> or	The grammatical difference between plural and possessive <i>-s</i>	Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>) Verb prefixes (e.g.	The difference between vocabulary typical of informal speech and vocabulary appropriate for



	<p>meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>)</p>	<p><i>superman</i>)</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i></p> <p>(A fuller list of suffixes can be found in the year 2 spelling appendix.)</p> <p>Use of the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs</p>	<p><i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>)</p> <p>Word families based on common words, showing how words are related in form and meaning (e.g. <i>solve, solution, solver, dissolve, insoluble</i>)</p>	<p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p>	<p><i>dis-, de-, mis-, over- and re-</i>)</p>	<p>formal speech and writing (e.g. <i>find out - discover; ask for - request; go in - enter</i>)</p> <p>How words are related by meaning as synonyms and antonyms (e.g. <i>big, large, little</i>).</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Subordination (using <i>when, if, that, because</i>) and co- ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>How the grammatical</p>	<p>Expressing time, place and cause using conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs (e.g. <i>perhaps, surely</i>)</p>	<p>Use of the passive to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken [by me]</i>).</p>



		<p>patterns in a sentence indicate its function as a statement, question, exclamation or command</p>			<p>or modal verbs (e.g. <i>might, should, will, must</i>)</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech)</p>
Text	<p>Sequencing sentences to form short narratives</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</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 present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis</p>



						Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling</p>	Introduction to inverted commas to punctuate direct speech	<p>Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. <i>The conductor shouted, "Sit down!"</i>)</p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the girls' names</i>)</p> <p>Use of commas after fronted adverbials</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 clauses (e.g. <i>It's raining; I'm fed up</i>)</p> <p>Use of the colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man- eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p>



Terminology	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix tense (past, present) apostrophe, comma	adverb, 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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