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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Basics & Sentence Structure | Write own name.  Write labels and captions.  Begin to form simple clauses.  Correct letter formation. | Write first and last name with capital letters where needed.  Know how words can combine to make a clause.  Use other conjunctions to join clauses *(e.g. so, but)* | Use time adverbs and adverbials. *(e.g. later, first, in winter, at night)*  Use subordination *(using when, if, that, or because)* and coordination *(using and, or, but, so)*  Expanded noun phrases for description and specification *(e.g. the blue butterfly, plain flour, the man in the moon.)*  How the grammatical patterns in clauses indicate its function as a statement, question, exclamation, command.  Use of past and present tense as appropriate. | Vary sentence structure (use of clause/s to form a sentence) by expressing time and cause using:  **Conjunctions** *(e.g. so, when, before, after, while, because)*  **Adverbs** *(e.g. then, next, therefore, soon)*  **Prepositions** *(e.g. before, after, during, in, because of)*  Use adverbials of time, place and manner *(e.g. at midnight, over the hill)*  Consistent use of past and present tense including irregular forms. | Vary sentence structure (use of clause/s to form a sentence), using different openers *(e.g. non-finite subordinate clauses – Stumbling through the trees… Rooted to the spot…)*  Fronted adverbials *(e.g. With sadness welling up inside him, James walked from the house for the last time.)*  Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition.  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrase *(e.g. the teacher expanded to: the strict maths teacher with curly hair.)* | Add phrases to make sentences more precise and detailed *(e.g. the extremely poisonous dragon, as quickly as possible, fast-growing fortune.)*  Use a range of sentence openers consistently, considering their effect.  Adapt sentence construction to different text types, purposes and readers.  Link clauses in sentences using a range of subordinating and coordinating conjunctions.  Relative clauses beginning with who, which, where, whose or that and omitted relative pronoun.  Indicating degrees of possibility using **modal verbs** *(e.g. might, should, will, must)* or **adverbs** *(e.g. perhaps, surely)*  Using verb phrases to create subtle differences *(e.g. she began to run, he might have been)*  *Use the past perfect tense* | Use subordinate clauses to write complex sentences.  Sentence construction manipulated and constructed to add meaning and create subtle differences, including the use of hypothetical and speculative language.  Use of the passive voice to affect the presentation of information in a sentence *(e.g. I broke the window in the greenhouse* versus *The window in the greenhouse was broken.)*  Expanded noun phrases to convey complicated information concisely *(e.g. the fact that it was raining meant the end of sports day.)*  The difference between structures typical of informal speech and structures appropriate for formal speech and writing *(such as use of question tags – e.g. He’s your friend, isn’t he?*  Or the use of **subjunctive** in some very formal writing and speech *(e.g. If he were to be successful, the matter would be resolved.)* |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Punctuation | Begin to use full stops and capital letters, showing understanding of concept of a single clause/sentence. | Separation of words with spaces.  Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate clauses/sentences.  Capital letters for names and for the personal pronoun. | Capital letters, full stops, question marks and exclamation marks used to demarcate sentences.  Commas to separate items in a list.  Apostrophes to mark where letters are omitted in spelling, and mark possession in nouns.  Introduction of inverted commas to punctuate direct speech. | Inverted commas to punctuate direct speech. | Use commas to mark boundaries between clauses.  Use of speech marks to punctuate direct speech.  Apostrophes to mark **plural** possession *(e.g. the girl’s name, the boys’ boots.)*  Use of commas after fronted **adverbials** *(e.g. Later that day, I heard the bad news…)*  Use of inverted commas and other punctuation to indicate direct speech. | Use direct and reported speech.  Brackets, dashes, or commas to indicate parenthesis.  Use of commas to clarify meaning or avoid ambiguity.  Use of semi-colons to mark the boundary between related independent clauses *(e.g. It’s raining; I’m fed up.)*  Use of colons and dashes to mark the boundary between related independent clauses where the second explains or adds to the first *(e.g. I was scared; I’d never been that high before.)*  Use of the colon to introduce a list and use of a semi-colon within lists. | Use full range of punctuation correctly; matched to genre.  Use of semi-colons to mark the boundary between related independent clauses *(e.g. It’s raining; I’m fed up.)*  Use of colons and dashes to mark the boundary between related independent clauses where the second explains or adds to the first *(e.g. I was scared; I’d never been that high before.)*  Use of the colon to introduce a list and use of a semi-colon within lists.  Punctuation of bullet points to list information.  How hyphens can be used to avoid ambiguity *(e.g. man eating shark versus man-eating shark, or recover versus re-cover)* |
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| Text Structures |  | Sequencing sentences/clauses to form short narratives. | Correct choice and consistent use of present tense versus past tense throughout texts.  Use verbs in the present and past tense to mark actions in progress *(e.g. He is drumming. She was shouting.)* | Correct use of tense.  Change verb to improve interest.  Experiment with adjectives to create impact.  Correctly use verbs in 1st, 2nd, 3rd person.  Introduction to paragraphs as a way to group related materials.  Headings and subheadings to aid presentation.  Use of the present perfect form of verbs instead of simple past *(e.g. He has gone out to play* instead of *He went out to play.)* | Use adverbs – know that not all adverbs end in –ly *(e.g. fast, often, almost)*  Use adjectival phases *(e.g. biting cold wind)*  Consistently use 1st and 3rd person correctly. Use of paragraphs to organise ideas around a theme.  Appropriate choice of pronoun or noun with and across sentences to aid cohesion and avoid repetition.  Use connecting adverbs to link paragraphs, *(e.g. however, on the other hand, as the clock struck midnight, from far in the distance.)* | Use pronouns to avoid repetition.  Use basic Standard English *ie. agreement between verb and noun; consistency of tense; avoid double negative.*  Devices to build cohesion within a paragraph *(e.g. just as, while, around the corner)*  Linking ideas across paragraphs using adverbials of time *(e.g. later)* place *(e.g. nearby)* and number *(e.g. secondly)*  Consistently organise writing into paragraphs. | Use entirely consistent language associated with 1st, 2nd, 3rd person.  Linking ideas across paragraphs using wider range of cohesive devices: semantic cohesion *(e.g. repetition of a word or phrase)* grammatical connections *(e.g. the use of adverbials)* such as on the other hand, in contrast, as a consequence.  Layout devises such as headings, sub-headings, columns, bullets, or tables to structure texts.  Paragraphs coherently organised.  Use paragraphs to signal change in time, scene, action, mood or person. |

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| Terminology | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| word, letter, sentence, capital letter, full stop | word, letter, sentence, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark, clause, conjunction | verb, tense, adjective, adverbs, noun, noun phrases, suffix, apostrophes, comma, compound, statement, question, exclamation, command, clause, conjunction | word family, conjunction, adverb, preposition, inverted commas, subordinate clause, conjunction | Pronoun, possessive pronoun, adverbial, determiner | Relative clause, modal verb, relative pronoun,  perfect tense, continuous tense, parenthesis, bracket, dash, cohesion, ambiguity | active and passive voice, subject and object, hyphen, antonym, synonym, colon, semi-colon, bullet point, ellipsis |
| Based on non-negotiables for writing and the English curriculum.  Please note that these are the basic expectations for each year group.  It is necessary to consider how to move between year group expectations to ensure secure, consolidated learning as well as challenge.  The effective use of sentence grammar in writing and ability to make controlled choices from a repertoire of grammatical features has huge impact on improving writing. | | | | | | | |