



English Progression  
Writing Expectation History  
Mathematics Science PE Languages  
Art Geography DT Computing Differentiation  
Progression Expectation **National Curriculum**  
Languages English Writing Progression  
Differentiation Science Art  
Mathematics Expectation

**Progression in the new National Curriculum**

## Writing: punctuation & grammar

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
Write <b>simple sentences</b> which can be read by themselves and others. [Part of ELG]	<p><u>Sentence structure</u> How <b>words</b> can combine to make <b>sentences</b>.</p> <p>Joining <b>words</b> and joining <b>sentences</b> using <b>and</b>.</p>	<p><u>Sentence structure</u> <b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, or but</i>).</p> <p>Expanded <b>noun phrases</b> for description and specification (e.g. the blue butterfly).</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</b></p>	<p><u>Sentence structure</u> Expressing time, place and cause using <b>conjunctions</b> (e.g. <i>when, so, before, after, while, because</i>), <b>adverbs</b> (e.g. <i>then, next, soon, therefore</i>) or <b>prepositions</b> (e.g. <i>before, after, during, in because</i>)</p>	<p><u>Sentence structure</u> 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).</p> <p><b>Fronted adverbials</b> (e.g. <u>Later that day</u>, I heard bad news).</p>	<p><u>Sentence structure</u> <b>Relative clauses</b> beginning with <i>who, which, where, why, whose, that o,an omitted relative pronoun</i>.</p> <p>Indicating degrees of possibility using <b>adverbs</b> (e.g. <i>perhaps, surely</i>) or <b>modal verbs</b> (e.g. <i>might, should, will, must</i>).</p>	<p><u>Sentence structure</u> Use of the <b>passive voice</b> to affect the presentation of information in a sentence.</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 <b>subjunctive</b> forms such as <i>I were</i> or <i>Were they to come</i> in some very formal writing and speech)</p>
	<p><u>Text structure</u> Sequencing <b>sentences</b> to form short narratives.</p>	<p><u>Text structure</u> Correct choice and consistent use of the <b>present tense</b> and <b>past tense</b> throughout writing.</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress.</p>	<p><u>Text structure</u> Introduction to <b>paragraphs</b> as a way to group related material.</p> <p><b>Headings &amp; sub-headings</b> to aid presentations</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past (e.g. <i>He has gone out to play contrasted with He went out to play</i>)</p>	<p><u>Text structure</u> Use <b>paragraphs</b> to organise ideas around a theme.</p> <p>Appropriate choice of <b>pronoun</b> and <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition.</p>	<p><u>Text structure</u> Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then, after that, this, firstly</i>).</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>), number (e.g. <i>secondly</i>) and tense choice (e.g. <i>he had seen her before</i>).</p>	<p><u>Text structure</u> Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of <b>word</b> or phrase, grammatical connections (e.g. the use of <b>adverbials</b> such as <i>on the other hand, in contrast</i>) and <b>ellipsis</b>.</p> <p><b>Layout devices</b>, such as headings, sub-headings, columns, bullets, tables, to structure text.</p>
	<p><u>Punctuation</u> Separation of words with <b>spaces</b>.</p> <p>Introduction to <b>capital letters, full stops, question marks &amp; exclamation marks</b> to demarcate sentences.</p> <p>Capital letters for names and the <b>personal pronoun I</b>.</p>	<p><u>Punctuation</u> Use of <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences.</p> <p><b>Commas</b> to separate items in a list.</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling &amp; to mark singular possession in nouns.</p>	<p><u>Punctuation</u> Introduction to <b>inverted commas</b> to punctuate direct speech.</p>	<p><u>Punctuation</u> Use of <b>inverted commas</b> and other punctuation to indicate direct speech.</p> <p><b>Apostrophes</b> to mark plural possession.</p> <p>Use of commas after <b>fronted adverbials</b>.</p>	<p><u>Punctuation</u> <b>Brackets, dashes or commas</b> to indicate parenthesis.</p> <p>Use of <b>commas</b> to clarify meaning or avoid ambiguity.</p>	<p><u>Punctuation</u> Use of <b>semi-colon, colon and dash</b> to mark the boundary between independent clauses.</p> <p>Use of the <b>colon</b> to introduce a list and use of <b>semi-colon</b> within lists.</p> <p>Punctuation of <b>bullet points</b> to list information.</p> <p>How <b>hyphens</b> can be used to avoid ambiguity.</p>
	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>letter, capital letter</li> <li>word, singular, plural</li> <li>sentence</li> <li>punctuation, full stop, question mark, exclamation mark</li> </ul>	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>noun, noun phrase</li> <li>statement, question, exclamation, command</li> <li>compound, suffix</li> <li>adjective, adverb, verb</li> <li>tense (past, present)</li> <li>apostrophe, comma</li> </ul>	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>preposition, conjunction</li> <li>word family, prefix</li> <li>clause, subordinate clause,</li> <li>direct speech</li> <li>consonant, consonant letter vowel, vowel letter</li> <li>inverted commas (or 'speech marks')</li> </ul>	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>determiner</li> <li>pronoun, possessive pronoun</li> <li>adverbial</li> </ul>	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>modal verb, relative pronoun</li> <li>relative clause</li> <li>parenthesis, bracket, dash</li> <li>cohesion, ambiguity</li> </ul>	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>subject, object</li> <li>active, passive</li> <li>synonym, antonym</li> <li>ellipsis, hyphen, colon, semi-colon, bullet points</li> </ul>