

Progression in Grammar

Year 3	Year 4	Year 5	Year 6
Expanded noun phrases Subordinating conjunctions (ISAWAWABUB)	Expanded noun phrases Subordinating conjunctions (ISAWAWABUB)	Expanded noun phrases Subordinating conjunctions (ISAWAWABUB)	Expanded noun phrases Subordinating conjunctions (ISAWAWABUB)
Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)
Past simple Past progressive Present Simple Present Progressive Past perfect Present Perfect	Past simple Past progressive Present Simple Present Progressive Past perfect Present Perfect	Past simple Past progressive Present Simple Present Progressive Past perfect Present Perfect	Past simple Past progressive Present Simple Present Progressive Past perfect Present Perfect
Sentence Types: Statement Command Question Exclamation Adverbials (tramp)	Sentence Types: Statement Command Question Exclamation Adverbials (tramp)	Sentence Types: Statement Command Question Exclamation Adverbials (tramp) Relative clauses and relative pronouns Modal verbs	Sentence Types: Statement Command Question Exclamation Adverbials (tramp) Relative clauses and relative pronouns Modal verbs Subjunctive form

Progression in Punctuation

Year 3	Year 4	Year 5	Year 6
<p>Capital letters Full stops Exclamation marks Question marks Inverted commas Apostrophes for omission and possession</p> <p>Commas for fronted adverbials</p>	<p>Capital letters Full stops Exclamation marks Question marks Inverted commas Apostrophes for omission and possession</p> <p>Commas for fronted adverbials</p>	<p>Capital letters Full stops Exclamation marks Question marks Inverted commas Apostrophes for omission and possession</p> <p>Commas for fronted adverbials Commas for clarity Parentheses Dashes Brackets Commas Hyphens</p>	<p>Capital letters Full stops Exclamation marks Question marks Inverted commas Apostrophes for omission and possession</p> <p>Commas for fronted adverbials Commas for clarity Parentheses Dashes Brackets Commas Hyphens Adding detail Dashes Colons</p> <p>Linking Semi-colons</p>

Progression in Spelling

Year 3	Year 4	Year 5	Year 6
<p>Spell words with additional prefixes and suffixes and understand how to add them to root words. (from nouns using super, anti, auto)</p> <p>Spell correctly word families based on common words. (solve, solution, solver)</p> <p>Identify the root word in longer words Recognise and spell additional homophones. (he'll/heel/heal)</p> <p>Make comparisons from a word already known to apply to an unfamiliar word.</p> <p>Spell some identified commonly misspelt words from the Year 3 and 4-word list.</p>	<p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Spell words with additional prefixes and suffixes and understand how to add them to root words. (- ation, ous, ion, ian)</p> <p>Use plural 's' and possessive 's' correctly. (The girls were playing football. The girls' football boots. The girl's football boots.</p> <p>Recognise and spell additional homophones. (accept/except; whose/who's; whether/weather; peace/piece; medal/meddle)</p> <p>Spell identified commonly misspelt words from the Year 3 and 4 word list.</p>	<p>Form verbs with prefixes, for example, dis, de, mis, over and re.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both in a dictionary</p> <p>Begin to proof read own writing for spelling and punctuation errors.</p> <p>Spell some words with 'silent' letter. (e.g. Knight, psalm, solemn)</p> <p>Convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify.</p> <p>Distinguish between homophones and other words which are often confused.</p> <p>Spell identified commonly misspelt words from Year 5 and 6-word list. Draw on knowledge of root words.</p>	<p>Use a range of spelling strategies not just phonics.</p> <p>Use a dictionary to check spelling/meaning.</p> <p>Proof read and edit my work to check for spelling and punctuation errors. (Year 3 and 4 and Year 5/6 word lists)</p> <p>Ensure I use the correct homophone.</p> <p>Spell most words with silent letters.</p> <p>Change verbs into nouns by adding suffixes. (tion/sion/ment – cancel- cancellation/ expand- expansion/ excite- excitement/ enjoy- enjoyment) Make sure that they spell the vast majority of words that appear in the Year 5/6 list.</p>

Progression in Composition

Year 3	Year 4	Year 5	Year 6
<p>Write a non-narrative using simple organisational devices such as headings and subheadings.</p> <p>In narrative writing, develop resolutions and endings.</p> <p>Make improvements by proposing changes to grammar and vocabulary to improve consistency. (The accurate use of pronouns in sentences/ tenses)</p> <p>Look at and discuss different models of writing, taking account of purpose and audience.</p> <p>Plan writing by discussing and recording ideas. (timeline, flowchart, spider diagram, jottings)</p> <p>Write a narrative with a clear structure, setting, characters and plot</p>	<p>Write from memory simple dictated sentences that include words and punctuation taught.</p> <p>Narrative writing is organised into clear sequences with more than a basic beginning, middle and end.</p> <p>Write a narrative with a clear structure, setting, characters and plot.</p> <p>Include key vocabulary and grammar choices that link to the style of writing. (e.g.: Scientific words/ historical words/ words that fit with the context, e.g. Science fiction)</p>	<p>Writing shows that they aim for a range of audiences and know that the purpose of their writing is to inform, entertain or persuade.</p> <p>Organise writing into paragraphs to show different information or events. (TIP TOP – Time, Place, Topic, Person Speaking) (paragraphs can be extended or developed- main point, topic, event, idea with an explanation or additional detail)</p> <p>Link ideas within paragraphs. (connecting adverbs and adverbials for time (when); place (where); how (as/with)</p> <p>Develop characters through action, description and dialogue. (Correct and effective use of speech, “Well done, you can use speech marks correctly!” Exclaimed the teacher proudly. Description of action through well-chosen adjectives, verbs and adverbs).</p>	<p>Use a thesaurus to develop word understanding and build a bank of antonyms and synonyms.</p> <p>Use paragraphs correctly so that each one has a clear topic, and has a signal of change in time, place or event.</p> <p>Adapt the grammar and vocabulary used in writing to suit the audience and purpose. (choose the appropriate form and register/ structure/ layout)</p> <p>Create atmosphere and describe settings- use antonyms and synonyms to enhance the description.</p> <p>Describe and integrate dialogue to convey character and advance the action. (use of inverted commas, mostly correct)</p>

Year 3

Suggest improvement to my writing through assessing the writing with peers and through self-assessment.

Identify structure, grammatical features and use of vocabulary for effect in texts

Compose sentences using a wider range of structures linked to the grammar objectives. (e.g. Tenses – including present perfect/subordinate clauses/ coordinating conjunctions.

Begin to organise paragraphs around a theme. (supported by planning then moving to independence)

Year 4

Begin to open paragraphs with topic sentences and organise them around a theme. (Boxing up method independently; fivepart story volcano; chunking their writing into paragraphs they then use this to ensure they have accurate paragraphs and how to demarcate them).

Endings are developed and close the narrative appropriately relating to the beginning or a change in a character.

Year 5

Add well-chosen detail to interest the reader. (Expanded noun phrases-‘the small playground with the horizontal climbing wall...; the north coast beaches with the best surf...; a tiny kitten with its eyes barely open...’).

Settings are used to not only create atmosphere, but also to indicate a change.

Models from their reading are often used or integrated into their writing.

Manage shifts in time and place effectively and guide the reader through their text.

Year 6

Add detail to writing by using expanded noun phrases to add precision, detail and qualification.

Second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader

Writing is evaluated as a matter of course and proof reading ensures a high level of accuracy.