Progression Year 1 – Year 6

Word

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Regular plural noun suffixes –*s* or –*es* (e.g. *dog*, *dogs*; *wish*, *wishes*), including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*) How the prefix *un*– changes the meaning of verbs and adjectives (negation, *e.g. unkind*, or undoing, *e.g. untie the boat*)	Formation of nouns using suffixes such as –*ness*, –*er* and by compounding (e.g. *whiteboard, superman*) Formation of adjectives using suffixes such as –*ful*, –*less* (A fuller list of suffixes can be found in the year 2 spelling appendix.) Use of the suffixes –*er*, –*est* in adjectives and –*ly* to turn adjectives into adverbs	Formation of nouns using a range of prefixes, such as *super*–, *anti*–, *auto*– Use of the forms *a* or *an* according to whether the next word begins with a consonant or a vowel (e.g. *a rock*, *an open box*) Word families based on common words, showing how words are related in form and meaning (e.g. *solve, solution, solver, dissolve, insoluble*)	The grammatical difference between plural and possessive -*s* Standard English forms for verb inflections instead of local spoken forms (e.g. *we were* instead of *we was*, or *I did* instead of *I done*)	Converting nouns or adjectives into verbs using suffixes (e.g. –*ate*; –*ise*; –*ify*) Verb prefixes (e.g. *dis*–, *de*–, *mis*–, *over*– and *re*–)	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. *find out* – *discover*; *ask for* – *request*; *go in* – *enter*) How words are related by meaning as synonyms and antonyms (e.g. *big, large, little*).

Sentence

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How words can combine to make sentences Joining words and joining clauses using *and*	Subordination (using *when*, *if*, *that*, *because)* and co- ordination (using *or*, *and*, *but*) Expanded noun phrases for description and specification (e.g. *the blue butterfly, plain flour, the man in the moon*) How the grammatical patterns in a sentence indicate its function as a	Expressing time, place and cause using conjunctions (e.g. *when, before, after, while, so, because*), adverbs (e.g. *then, next, soon, therefore*), or prepositions (e.g. *before, after, during, in, because of*)	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*) Fronted adverbials (e.g. *Later that day, I heard the bad news.*)	Relative clauses beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. *perhaps, surely*) or modal verbs (e.g. *might, should, will, must*)	Use of the passive 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 [by me]*). The difference between structures typical of informal speech and structures appropriate

	statement, question, exclamation or command				for formal speech and writing (such as the use of question tags, e.g. *He's your friend, isn't he?* or the use of subjunctive forms such as *If I were* or Were *they to come* in some very formal writing and speech)

Text

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. *she is drumming*, *he was shouting*)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past (e.g. *He has gone out to play* contrasted with *He went out to play*)	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph (e.g. *then*, *after that*, *this*, *firstly*) Linking ideas across paragraphs using adverbials of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*)	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 *on the other hand*, *in contrast*, or *as a consequence*), and ellipsis Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text

Punctuation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun *I*	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns *(for example, the girl's name)*	Introduction to inverted commas to punctuate direct speech	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. The conductor shouted, "Sit down!")* Apostrophes to mark singular and plural possession (e.g. *the girl's name*, *the girls' names*) Use of commas after fronted adverbials	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. *It's raining; I'm fed up*) Use of the colon to introduce a list and use of semi-colons 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*)

Terminology for pupils

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, expanded noun phrase, statement, question, exclamation, command, main clause, subordinating conjunction, co-ordinating conjunction, compound, adjective, verb, adverb suffix, tense (past, present), progressive form of verbs, apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks'), present perfect	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

Handwriting

Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
• Form letters correctly using letter sounds • Develop gross and fine motor skills • Begin to learn how to correctly hold a pencil • Those children, who are ready, will begin to form letters in print. • Children learn to write their name and some of the high frequency words eventually beginning to write simple sentences by the end of EYFS. • Children practise writing using pencils, crayons and felt tipped pens.	Following the Read, Write Inc. handwriting programme- • At pink level, children begin to learn letter names. • At yellow level children will begin to join. • During Year 2, teachers will model joined, cursive script and children will begin to learn letter joins. • Correct formation of capital letters (which are not joined to other letters in the word) is taught. • Where children have difficulties with handwriting small group and individual intervention takes place.	• Basic handwriting joins are consolidated • Pupils are expected to use joined script for all their written work. • Handwriting will be taught as discrete lessons and also as part of English lessons. Handwriting is usually practised individually, after teacher input to the whole class. • Where children have difficulties with handwriting small group and individual intervention takes place.	• Pupils should have now developed a fluent, legible and joined script. • Joined and legible handwriting is a key aspect of the Key Stage 2 writing assessment and it is important that all children are able to write fluently. • At this stage, pupils should be developing a personal handwriting style which retains the basic features of joined writing. • Those pupils who have not yet developed a fluent, joined style are given individual or group support and teachers may use aids such as handwriting lines (as appropriate) within children's books to help all children develop consistent handwriting.