



Wallsend Jubilee Primary School
Skills Progression: English (Vocabulary, Grammar and Punctuation)

Strands	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text structure	Children to be encouraged to: <ul style="list-style-type: none"> Orally retell a simple event in the correct order Use a range of tenses 	Content to be introduced: <ul style="list-style-type: none"> Begin to sequence simple sentences to create simple narratives Orally develop own narratives and explanations by connecting ideas or events Orally use past, present and future forms accurately 	Content to be introduced: <ul style="list-style-type: none"> sequencing sentences to form short narratives 	Content to be introduced: <ul style="list-style-type: none"> the consistent use of present tense versus past tense throughout texts use of the continuous/ progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) 	Content to be introduced: <ul style="list-style-type: none"> 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) 	Content to be introduced: <ul style="list-style-type: none"> 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 		
Word structure			Content to be introduced: <ul style="list-style-type: none"> regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) suffixes that can be added to verbs (e.g. helping, helped, helper) how the prefix unchanges the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) 	Content to be introduced: <ul style="list-style-type: none"> formation of nouns using suffixes such as -ness, -er compound nouns formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling appendix) use of the suffixes -er and -est to form comparisons of adjectives and adverbs the use of -ly to turn adjectives into adverbs 	Content to be introduced: <ul style="list-style-type: none"> 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 	Content to be introduced: <ul style="list-style-type: none"> 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) 		
Sentence structure	Children should be encouraged <ul style="list-style-type: none"> Use more complex sentences to link thoughts such as and because 	Content to be introduced <ul style="list-style-type: none"> How words can be combined to make sentences Begin to use and to join words and sentences 	Content to be introduced: <ul style="list-style-type: none"> how words can combine to make sentences how and can join words and join sentences joining words and joining clauses using and 	Content to be introduced: <ul style="list-style-type: none"> subordination (using when, if, that, because) and co-ordination (using or, and, or but) expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) sentences with different forms: statement, question, exclamation, command 	Content to be introduced: <ul style="list-style-type: none"> expressing time, place and cause using: <ul style="list-style-type: none"> 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) 	Content to be introduced: <ul style="list-style-type: none"> fronted adverbials use of commas after fronted adverbials (e.g. Later that day, I heard the bad news) 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>Punctuation</p>	<p>Children should be encouraged:</p> <ul style="list-style-type: none"> • Use intonation, rhythm and phrasing to make the meaning clear when communicating with others 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • separation of words with spaces • To use full stops at the end of sentences and an awareness of capital letters at the beginning of sentences • Capital letters for names and the personal pronoun I 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • separation of words with spaces • introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • capital letters for names of people, places, days of the week and for the personal pronoun I 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • capital letters, full stops, question marks and exclamation marks to demarcate sentences • commas to separate items in a list • apostrophes to mark contracted forms in spelling • apostrophes to mark singular possessions in nouns 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • introduction to inverted commas to punctuate direct speech 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas. The conductor shouted, "Sit down!") • apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names) 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • brackets, dashes or commas to indicate parenthesis • use of commas to clarify meaning or avoid ambiguity 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • 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)
<p>Terminology</p>		<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> • word • sentence • letter • capital letter • full stop • finger space 	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> • word • sentence • letter • capital letter • full stop • punctuation • singular • plural • question mark • exclamation mark 	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> • verb • tense (past, present) • adjective • noun • noun phrase • adverb • statement • question • exclamation • command • apostrophe • comma • compound • suffix 	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> • word family • conjunction • adverb • preposition • direct speech • inverted commas (or speech marks) • prefix • consonant • vowel • clause • subordinate clause 	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> • pronoun • possessive pronoun • adverbial • determiner 	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> • relative clause • modal verb • relative pronoun • parenthesis • bracket • dash • cohesion • ambiguity 	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> • active and passive voice • subject and object • hyphen • synonym • antonym • colon • semi-colon • bullet points • ellipsis
<p>Organisation and Communication</p>								
<p>Overarching vocabulary</p>								