



KNOWLEDGE

	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar - word	<p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Form lower-case and capital letters correctly</p>	<p>Use plural noun suffixes -s and -es</p> <p>Add suffixes to verbs where no change is needed to the root</p> <p>Change the meaning of verbs and adjectives by adding prefix un-</p>	<p>Form nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Form adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use the suffixes –er, –est in adjectives and use –ly in Standard English to turn adjectives into adverbs</p>	<p>Form nouns with a range of prefixes [for example super–, anti–, auto–]</p> <p>Use a or an according to whether the next word begins with a vowel or consonant</p>	<p>Recognise the grammatical difference between plural and possessive –s</p> <p>Use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>	<p>Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Use verb prefixes [for example, dis–, de–, mis–, over– and re–]</p>	<p>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p>

<p>Grammar</p> <p>Sentence - Cohesion Detail</p>			<p>Write expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p>		<p>Expand noun phrases 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>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>	
<p>Grammar</p> <p>Sentence - Cohesion Varying sentence types</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p>	<p>Combine words to make sentences</p> <p>Leave spaces between words</p> <p>Join words and clauses using and</p> <p>Sequence sentences to form short narratives</p>	<p>Use subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Write sentences with different forms: Statement, question, exclamation or command</p>	<p>Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>	
<p>Grammar</p> <p>Cohesion - Paragraphs</p>				<p>Group related ideas into paragraphs</p> <p>Use headings and sub-headings to aid presentation</p>	<p>Use paragraphs to organise ideas around a theme</p>	<p>Organise paragraphs around a theme with a focus on more complex narrative structures</p>	<p>Use layout devices</p>

<p>Grammar</p> <p>Cohesion - Within paragraphs</p>				<p>Expressing time, place and cause using conjunctions, adverbs and prepositions</p>	<p>Use Fronted adverbials [for example, later that day, I heard the bad news.]</p> <p>Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition</p>	<p>Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p>	
<p>Grammar</p> <p>Cohesion - Between paragraphs</p>				<p>Expressing time, place and cause using conjunctions, adverbs and prepositions</p>	<p>Use Fronted adverbials [for example, later that day, I heard the bad news.]</p>	<p>Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis]</p>
<p>Grammar</p> <p>Cohesion - Tenses</p>			<p>Use present and past tenses correctly and consistently</p> <p>Use the progressive form of verbs in the present and past tense to mark</p>	<p>Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>		<p>Link ideas using tense choices</p> <p>Use modal verbs [for example, might, should, will, must] or adverbs [for example, perhaps, surely] to indicate degrees of</p>	<p>Use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was</p>

			actions in progress [for example, she is drumming, he was shouting]			possibility	broken (by me)]. Use subjunctive forms such as If I were or Were they to come in some very formal writing and speech
Grammar Punctuation	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Use inverted commas to punctuate direct speech	Use commas after fronted adverbials Indicate apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	Use commas to clarify meaning or avoid ambiguity Use brackets, dashes or commas to indicate parenthesis	Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up] Use the colon to introduce a list and use semi-colons within lists Punctuate bullet points consistently Use hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

<p>Writing composition</p>	<p>Support given to form a complete sentence orally before writing</p> <p>Memorise the sentence before writing by repeatedly saying it aloud</p> <p>Re-read what they have written to check that it makes sense</p>	<p><u>Write sentences:</u> Say out loud what is going to be written about</p> <p>Compose a sentence orally before writing it</p> <p>Sequence sentences to form short narratives</p> <p>Re-read and check sense</p> <p>Discuss what has been written with the teacher or other pupils</p> <p>Read writing aloud clearly enough to be heard by peers and the teacher</p>	<p><u>Develop positive attitudes towards and stamina for writing:</u> Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p> <p>Plan or say out loud what is going to be written about</p> <p>Write down ideas, key words, new vocabulary</p> <p>Encapsulate what is to be written, sentence by sentence</p> <p><u>Make simple additions, revisions and corrections:</u> Evaluate writing with the teacher</p>	<p><u>Year 3 & 4</u></p> <p><u>Plan writing:</u> Plan writing by discussing the structure, vocab and grammar of similar writing</p> <p>Discuss and record ideas</p> <p><u>Draft and write:</u> Compose and rehearse sentences orally Build a varied and rich vocabulary</p> <p>Build an increasing range of sentence structures</p> <p>In narratives, create settings, characters and plot</p> <p>In non-narrative use simple organisational devices such as heading, sub-headings</p> <p><u>Evaluate and edit:</u> Assess the effectiveness of own and others' writing</p> <p>Propose changes to grammar and vocabulary to improve consistency</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning</p>	<p><u>Year 5 & 6</u></p> <p><u>Plan writing:</u> Identify the audience for and purpose of writing</p> <p>Note and develop initial ideas, drawing on reading and research</p> <p><u>Draft and write:</u> Enhance meaning through selecting appropriate grammar and vocabulary</p> <p>Describe settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Précis longer passages</p> <p>Use a wide range of devices to build cohesion</p> <p>Use organisational and presentational devices</p> <p><u>Evaluate and edit:</u> Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use consistent and correct tense</p> <p>Subject and verb agreement when using</p>
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			<p>and other pupils</p> <p>Re-read to check sense</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Read aloud with intonation</p>	<p>is clear.</p>	<p>singular and plurals</p> <p>Distinguish between the language of speech and writing</p> <p>Choose the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p>
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