



Morton Trentside Primary School

Word, Sentence and Paragraph Progression

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	Regular plural noun suffixes –s or –es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun Keystone Y1 EXS recount, letter and story, Y1 GDS	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Ali across the collection Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)		The grammatical difference between plural and possessive –s	Converting nouns or adjectives into verbs using suffixes [for example, – ate; –ise; –ify]	
	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Keystone Y1 GDS story and description	Use of the suffixes –er, –est in comparative adjectives and the use of – ly in Standard English to turn adjectives into adverbs.				
	How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]		Formation of nouns using a range of prefixes [for example super–, anti–, auto–]		Verb prefixes [for example, dis–, de–, mis–, over– and re–] Keystone Y5 EXS explanation	
			Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]			How words are related by meaning as synonyms and antonyms [for example, big, large, little]. The pupil can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs. * Leigh & Morgan all pieces
			Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]			

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Sentence - Punctuation	Leaves spaces between words. Keystone handwriting examples for Y1					Uses full range of punctuation accurately to demarcate sentences; within sentences uses commas to mark grammatical boundaries (with occasional lapses of accuracy), apostrophes and ellipses for omission or to suggest a shift in time, place, mood or subject
	<i>Pupils should be taught to recognise sentence boundaries in spoken sentences</i>					
	Begins to punctuate sentences using a capital letter and a full stop, question mark or exclamation marks. Keystone year 1 EXS and GDS	Uses capital letters, full stops, question marks and exclamation marks to demarcate single and multi-clause sentences Kim piece & F				The pupil can use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
	Punctuates most single clause sentences with a capital letter and a full stop.	The pupil can demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required. Kim – all pieces				Refer to Appendix 2 to see the full range
	Uses a capital letter for names and for the personal pronoun I and uses a capital letter for names of places and the days of the week. Keystone Y1 EXS and GDS					
		Uses commas to separate items in a list Ali piece A & F	Shows some developing evidence of commas to mark grammatical boundaries within sentences Keystone Y3 EXS non- chronological report and GDS story	Uses commas after fronted adverbials Keystone Y5 EXS newspaper report (understandably explanation (unbelievably))	Uses commas to clarify meaning or avoid ambiguity	
		Uses apostrophes to mark where letters are missing in spelling (contractions: don't, can't, there's, let's) and to mark singular possession in nouns [for example, the girl's name]		Places the possessive apostrophe accurately in words with regular plurals [for the example, girls' names, the boys' dormitory]		
			Begins to use to inverted commas to punctuate direct speech Keystone Y4 WTS newspaper report Y3 EXS and GDS newspaper reports	Uses 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!"] Keystone Y4 EXS & GDS newspaper reports		
				Uses a new line for a new speaker when writing direct speech		
					Uses brackets, dashes or commas to indicate parenthesis e.g additional information, asides Keystone Y5 EXS story, biography and explanation. Y5 GDS description, story and non-chronological report	
						Uses hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Frankie all pieces, Leigh A,D &E, Morgan E

						Uses a semi-colon, colon or dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]
						Uses the colon for wider purposes e.g. to lead the reader to an explanation or a concluding remark/ revelation
						Use of the colon to introduce a list and use of semi-colons within lists
						Punctuation of bullet points to list information

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Sentence Structure	Knows how words can combine to make sentences Keystone Y1 WTS,EXS & GDS	Shows some variation in sentence openings (<i>not always opening with the subject</i>)	Uses single clause sentences and multi clause sentences (using coordinating conjunctions) mostly accurately, and some multi clause sentences (using subordinating conjunctions), accurately	Uses single clause sentences and multi clause sentences (using coordinating conjunctions), and multi clause sentences (using subordinating conjunctions), broadly accurately	Selects the appropriate level of sentence complexity, recognising when simple level of construction or succinctness is most appropriate Uses relative clauses beginning with who, where, which, when, whose, that, or an omitted relative pronoun for succinctness e.g. the dress that she wore/ the dress that she wore	Uses a variety of simple, compound and complex sentences where appropriate according to the demands of the text type, including embedded subordinate clauses for economy of expression Varies length and focus of sentences to express subtleties in meaning and focus on ideas
	Joins words, and joins clauses using 'and' Keystone Y1 WTS,EXS & GDS	Understands how to use subordination (using when, if, that, because) and co-ordination (using or, and, but) Kim A,C,D,F & G	Extends the range of sentences with more than one clause by using a range of conjunctions, including when, although, if, because Keystone Y4 GDS across the collection			
	Uses <i>because</i> to provide reasoning Keystone Y1 EXS letter, GDS newspaper report	The pupil can use co-ordination (e.g. <i>or/ and/ but</i>) and some subordination (e.g. <i>when/ if/ that/ because</i>) to join clauses.				
	Uses time words to aid sequencing e.g. first, next, finally (to be formally introduced as time adverbs in year 3) Keystone Y1 EXS & GDS – recount and story		Includes a structured sequence of events and links these using conjunctions and adverbs e.g. <i>after a while, early one morning (emerging use of adverbials to lay the ground for year 4)</i>	Sequences events clearly and shows how one event leads to another using appropriate conjunctions and adverbials	Uses a range of conjunctions and adverbials to link, compare, contrast and extend ideas, information and events Keystone Y5 EXS diary and story	The pupil can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. * Leigh, Morgan & Frankie whole collections
			Expresses time , using <u>conjunctions</u> (when, before, after, since), <u>prepositions</u> (during, in, after, before, since) and <u>adverbs</u> (later, first, then, as soon as, as long as) within sentences and paragraphs.	Adds details through the use of fronted adverbials [for example <i>Later that day, I heard the bad news.</i>]		
			Expresses place using conjunctions (wherever, where), prepositions (on, in, behind, on top of, outside, inside) and adverbs (above, below, inside,			

			everywhere) within sentences and paragraphs.			
			Expresses cause using conjunctions (so, so that, because, since, on condition that), prepositions (because of, instead of) and adverbs (in order to, as a result) within sentences and paragraphs			
			Begins to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Uses pronouns to avoid repetition where appropriate.	Uses pronouns to avoid repetition where appropriate but uses repetition of the noun to aid clarity in complex texts.
						The pupil can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns , synonyms) within and across paragraphs. * Across EXS & GDS collections
		Understands how to use expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon) Pupils may need some guidance as to genre appropriate adjectives e.g. terrifying, haunted castle (fiction) or shielded, stone castle (non-fiction)		Adds details through the use 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')	Makes precise and effective use of expanded noun phrases, with modifiers before and after the noun, and through considered use of adverbials e.g. a shy boy with pale, delicate features; a soft material that can be moulded.	Uses expanded noun phrases to convey complicated information concisely ► <i>Adjectives after the noun to draw attention to the description:</i> • <i>a lady, dark-haired and beautiful</i> • <i>her eyes, wide and intense</i> • <i>her fingers, long, white and dancing, ...</i> ► <i>Add a prepositional phrase after the noun:</i> • <i>the colour of honey, of gold washed in milk ...</i> • <i>the hood of his dark cloak ...</i> • <i>the scar on his neck ...</i> ► <i>Add a non-finite clause (using an -ing or -ed verb) after the noun:</i> • <i>her long fingers extended over</i> • <i>the words flowing from her lips like a dark song ...</i> ► <i>Combine any or all of these:</i> • <i>an enchanting lady, dark-haired and beautiful, wearing a gown of wine-red</i>
	Composes sentences orally using a variety of grammatical structures.	Understands how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command, and knows how to use these different sentence forms (See guide to sentence forms on extranet) NF2-3				
					Indicates degrees of possibility using adverbs (for example, perhaps, surely)	Uses conditional structures to persuade (e.g. using: <i>might, could, would, if...then...</i>) and when deducing, speculating, and making suppositions
					Indicates degrees of possibility using modal verbs (for example, might, should, will, must)	The pupil can select vocabulary and grammatical structures that reflect what the writing requires doing this mostly appropriately (e.g. using modal verbs to suggest degrees of possibility).
						Uses the passive to affect the presentation of information in a sentence [for example, I broke the window versus The window was broken (by me)]. Frankie piece A

			At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters]		Understands and recognises the difference between the vocabulary and structures typical of informal speech [for example, the use of question tags: He's your friend, isn't he?] and uses the vocabulary and structures appropriate for formal speech and writing [for example, the use of subjunctive forms such as 'If I were' or 'Were they to come' or 'I demand that Mrs Trent come to the meeting.' in some very formal writing and speech]
					Chooses register (formal/informal, personal/impersonal) appropriately and for effect Morgan, Leigh & Frankie
Use of Tense/Person	Makes correct choices and shows consistent use of present tense and past tense throughout writing Jamie piece A,B C& F. Kim and Ali - collections			Where appropriate, maintains tense consistently; where shifts in tense occur, moves between past, present and future with some confidence (limited slips may occur) Keystone Y5 EXS diary	Where appropriate, maintains tense consistently; where shifts in tense occur, moves between past, present and future with some confidence
	The pupils can use present and past tense mostly correctly and consistently.				The pupil can use tenses consistently and correctly throughout their writing.
	Uses the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Uses 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]		Links ideas across paragraphs through tense choices [for example, use of past perfect in 'he had seen her before, when referring back]	
		Uses either 1st or 3rd person consistently Keystone Y3 WTS story vs recount Y3 GDS recount vs non- chronological report		Ensures correct subject and verb agreement when using singular and plural	

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Paragraph	Sequences sentences to form short narratives Keystone Y1 collections		Begins to use paragraphs as a way to group related material	Uses paragraphs to organise ideas around a theme Keystone Y4 collections	Uses devices to build cohesion within a paragraph [for example, then, after that, this, firstly] e.g. <u>adverbials</u> : shortly, afterwards, eventually; <u>pronouns</u> : Friday had arrived at last. It had been a long time coming. Keystone Y5 EXS and GDS collections	Uses paragraphs purposefully and creatively to clearly structure main ideas across the text
	Sequences sentences to form simple non-fiction text types Keystone Y1 collections		Keystone Y3 collections	Paragraph shifts indicate a change in setting, character, time rather than simply reflecting stages in planning		The pupil can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. *
					Links ideas across paragraphs using adverbials of time [for example, sometime later, after a number of hours, during the afternoon] Links ideas across paragraphs using adverbials of place [for example, nearby, beyond the horizon]	Links ideas across paragraphs using a wider range of cohesive devices: e.g. <u>grammatical connections</u> e.g. - confident use of a range of adverbials of time/ frequency and subordinating conjunctions to link, compare or contrast

					Links ideas across paragraphs using adverbials of number or sequence (first, firstly, second, secondly, finally, lastly, immediately, formerly, thereafter, soon, next) Links ideas across paragraphs through tense choices [for example, use of past perfect in 'he had seen her before, when referring back]	- signalling forwards or backwards (e.g. questions/statements to bridge: 'It was at this point that Dr Barnardo decided he must take action and the next stage of his work began...' // Dr Barnardo knew that providing children with an education... See moderator standardisation exercises
Terminology	Pupils should be taught to use the grammatical terminology in English Appendix 2 when discussing their writing: letter, capital letter, word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	Pupils should understand and use the grammatical terminology in English Appendix 2 when discussing their writing: noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma Continues to use terminology from previous year groups.	Pupils should understand and use the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') Continues to use terminology from previous year groups	Pupils should understand and use the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing: determiner, pronoun, possessive pronoun, adverbial Continues to use terminology from previous year groups	Pupils should understand and use the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity Continues to use terminology from previous year groups	Pupils should understand and use the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing: subject, object, active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points Continues to use terminology from previous year groups