



West Kirby Primary School Knowledge and Skills Progression

Subject area: English

Sentence construction (Vocabulary, Grammar and Punctuation are consolidated from year to year)

Dictionaries and Thesauruses should always be available.

Knowledge and Skills	Year 1	Year 2	Year 3	Year 4	Year 5 and 6
Vocabulary	Use simple adjectives to describe nouns; colour, size, emotion. Singular and plurals : regular plural suffixes: dog, dogs, fox, foxes. Add suffixes to verbs where no change is needed in the spelling of root words; help, helper, helping, helped Use prefix un- to change the meaning (negation) of verbs and adjectives : untie, unkind	Use a greater range of adjectives : beautiful, fierce, miserable Understand noun, verb, adjective, adverb . Formation of nouns using suffixes such as -ness -er and creation of compound words : snowman, football. Use suffixes -er -est in adjectives: long, longer, longest. Use -ly to turn adjectives into adverbs : quick, quickly	Use adjectives and adverbs for description: gigantic, freezing, quietly, sadly. Use simple similes : as tall as a tree as bright as the sun. Use alliteration : dangerous dragon, slimy slug Formation of nouns using a range of prefixes ; anti-auto- Use of the forms a or an according to whether the next word starts with a consonant or a vowel; a cat, an octopus.	Word families based on common words, showing how words are related in form and meaning: solve, solution, solver, dissolve, insoluble Use synonyms and antonyms : happy- jolly happy- unhappy Use comparative and superlative adjectives : small smaller smallest good better best	Use of powerful adjectives/adverbs : outstandingly, tenderly, timidly, imaginatively, formidable, stern, comical Use of powerful verbs : adore, create, demonstrate, prefer Use of abstract nouns : happiness, honesty, comfort, peace, calm, truth, sadness Use of a wide range of sophisticated conjunctions and openers .
Skill	Year 1	Year 2	Year 3	Year 4	Year 5 and 6
Conjunctions	Use and and but as conjunctions	Use but, then, so, because to join sentences.	Use a wider range of conjunctions : while, then, also, when, after, before, if, as well as, although, during, however, therefore,	Use more sophisticated conjunctions to make relationships between ideas and statements: nevertheless, besides, even though	Choosing and positioning sophisticated conjunctions to suit the purpose of the writing in addition to, contrary to, despite, eventually, owing to, as revealed by
Openers	Start sentences with The, My, I.	Use time conjunctions: first, next, then, after that, finally. Use while, when, where	Use time conjunctions; eventually, just then, although, meanwhile Use adjectives to open sentences: The golden sun.....	Use a simile to start a sentence: Like a wailing cat, the ambulance screamed down the road.	Use sophisticated strategies to open sentences. Secure 'edingly' starters.

			Use adverbs to open sentences: Suddenly, Angrily, Sadly...	Introduce ' edingly ' starters: Frightened by the noise , Tom ran straight home, Hopping, speedily towards the pool , the frog dived underneath the leaves. Carefully walking along the path , the boys chattered about the football match. Use a clause in opposition: Although I had thought that... , I discovered ... Use a clause of time or place: Before the audience left the... , the presenter asked...	Use ISPACED openers: I - 'ing' word S - simile P - preposition A - adverb C - conjunction E - 'ed' word D - drop in a clause after a strong opening Use a rhetorical question to hook in the reader
Skill	Year 1	Year 2	Year 3	Year 4	Year 5 and 6
Punctuation	Use capital letters and full stops , spaces. Use capital letters for names, places, days of the week and the personal pronoun I.	Use capital letters , full stops , exclamation and question marks , commas in a list. Use apostrophes to mark where letters are missing: could not, couldn't and to mark singular possession in nouns: the girl's name	Use capital letters , full stops , question marks , exclamation marks , and commas in a list. Use speech bubbles. Introduce inverted commas (or speech marks) to punctuate direct speech . Use apostrophes for contractions; can't don't and to mark singular possession in nouns ; the girl's name Introduce ellipsis	Use of inverted commas and other punctuation for direct speech : The conductor shouted, "Sit down!" Use apostrophes to mark plural possession : The girls' names Commas after fronted adverbials : <u>Later that day</u> , I heard the bad news. Begin to experiment with dashes , semi-colons , colons , ellipses	Introduce: Rhetorical question Dashes Brackets/dashes/commas for parenthesis Colons Use of commas to clarify meaning or avoid ambiguity Use of the semi-colon , colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and 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
Sentence construction More resources on: <i>www.talk4writing.co.uk</i>	Introduce simple sentences. Say a sentence, write it, read it back to check it make sense. Introduce compound sentences using and/but	Introduce types of sentence: statement, question, exclamation, command Compound sentences using and, but, so, then, because . Embellished simple sentences: <u>Red</u> squirrels enjoy eating	Secure use of types of sentence: statement, question, exclamation, command . Use of adverbs : Tom ran <u>quickly</u> down the hill. Use repetition : he walked and walked and walked A green dragon, a fiery dragon. Introduce complex sentences: use of who (relative clause)	Use of the present perfect form of verbs instead of simple past tense: He has gone out to play contrasted with He went out to play. Begin to develop complex sentences : Main and subordinate clauses with a range of subordinating	

		<p><u>delicious</u> nuts.</p> <p>Consistent use of present tense or past tense.</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress: she is running, he was shouting</p>	<p>There was a little old woman who lived in a cottage.</p> <p>Use other subordinating conjunctions: when, while, where, which, because, so that, if, to, until</p> <p>Use long and short sentences;</p> <p>long sentences add description or information</p> <p>short sentences for emphasis</p> <p>Use expanded noun phrases: so many people, plenty of food</p> <p>Use list of three for description: He wore old shoes, a dark cloak and a red hat.</p> <p>African elephants have large ears, long trunks and curly tusks.</p> <p>Introduce paragraphs as a way to group related material.</p> <p>Use headings and subheadings to aid presentation.</p>	<p>conjunctions.</p> <p>Use subordinate clauses at the beginning of a sentence, the middle of a sentence and at the end of a sentence.</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases: the teacher expanded to: the strict maths teacher with curly hair</p> <p>Fronted adverbials: <u>Later that day</u>, I heard the bad news.</p> <p>Sentence of 3 for action: Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.</p> <p>Repetition to persuade e.g. Find us to find the fun</p> <p><u>Dialogue</u> - verb + adverb - "Hello," she whispered, shyly.</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicate degrees of possibility using adverbs: perhaps, surely and modal verbs: might, should, will, must</p> <p>Use sophisticated sentences with a variety of starters/openers</p> <p>Use of the passive to affect the presentation of information in a sentence: I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?</p> <p>Use of subjunctive forms such as If I were in some very formal writing and speech.</p>
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