



## Writing Progression- EYFS, Grammar and Punctuation

### Writing Intent: EYFS, KS1, KS2

At Nunthorpe Primary, pupils develop the stamina and skills to write at length, creatively, with accurate spelling and punctuation so that they become fluent and confident writers. From initial mark-making and simple sentences, their writing develops as they are taught the correct use of grammar and punctuation so that year-on-year they build on what they have been taught and expand the range of their writing and the variety of the grammar and punctuation they use. Their writing covers fiction, non-fiction and poetry and includes narratives, explanations, descriptions, comparisons, summaries and evaluations. Through their writing, children have the opportunity to develop culturally, emotionally, intellectually and socially.

	Nursery	Reception	Early Learning Goals
Building awareness of audience and purpose	<p>Use a wider range of vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p>	<p>Participate in class, small group, and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p>
Developing ideas and writing	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding</p>	<p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making</p>

	Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense. Develop storylines in their pretend play.	use of conjunctions, with modelling and support from their teacher
<b>Sentence construction and tense</b>	Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words	Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher

	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Progression in grammar</b>	Noun phrases	Expanded noun phrases	Expanded noun phrases (expanded by adjectives)	Expanded noun phrases (expanded by adjectives, nouns and prepositions)	Expanded noun phrase (expanded by adjectives, nouns and prepositions)	Expanded noun phrases (expanded by adjectives, nouns and prepositions)
	Regular noun suffixes (s, es)	Secure suffixes and prefix from Y1 Forming nouns using suffixes ness and er	Secure suffixes from Y2	Consolidate and secure suffixes and prefixes from Y3	Converting nouns or adjectives into verbs using suffixes such as -ate, -ise, -ify	Consolidate and secure suffixes and prefixes from Y5

	Suffixes which don't alter the root word -ing, -ed Prefix un-	Forming adjectives using the suffixes -ful, -less and using -er and -est in adjectives Forming nouns by compounding	Forming nouns using a range of prefixes such as super-, anti-, auto-, Identifying word families		Using verb prefixes such as dis-, de-, mis-, over- and re-	
	Co-ordinating conjunction (and)	Subordinating conjunctions (because, when, if, that)  Co-ordinating conjunction (but, or, so, and)	Subordinating conjunctions (because, when, if, that, since after, while)  Co-ordinating conjunction (for, and, but, or, yet, so)	Subordinating conjunctions (because, when, if, that, since after, while, as, until)  Co-ordinating conjunction (for, and, but, or, yet, so)	Subordinating conjunctions (because, when, if, that, since after, while, as, until, even though, although, before)  Co-ordinating conjunction (for, and, but, nor, or, yet, so)	Subordinating conjunctions (a full range)  Co-ordinating conjunction (for, and, nor, but, or, yet, so)
	Past and present tense	Past simple Past progressive Present Simple Present progressive	Past simple Past progressive Present Simple Present progressive Past perfect Present perfect	Past simple Past progressive Present Simple Present progressive Past perfect Present perfect	Past simple Past progressive Present Simple Present progressive Past perfect Present perfect	Past simple Past progressive Present Simple Present progressive Past perfect Present perfect
	Sentence types: Statement Question	Sentence types: Statement Question Exclamation Command	Sentence types: Statement Question Exclamation Command	Sentence types: Statement Question Exclamation Command	Sentence types: Statement Question Exclamation Command	Sentence types: Statement Question Exclamation Command
		Adverbs (manner)	Adverbs (time, manner, place)	Adverbs and Adverbials (time, number, manner, place)	Adverbs and Adverbials (time, reason, manner, place, adverbs of possibility, number)	Adverbs and Adverbials (time, reason, manner, place, number, adverbs of

					possibility, frequency, degree)
		Prepositions	Prepositions	Prepositions	Prepositions
		Use of a and an as articles	Use and identify a range of determiners	Use and identify a range of determiners	Secure use and identification of a range of determiners
			Pronouns	Pronouns Relative clause and relative pronouns	Pronouns Relative clause and relative pronouns
			Standard English and use of was and were, did and done and verb inflections	Secure Standard English from Year 4, double negatives, have and of	Consolidate and secure Standard English from Year 5
				Modal verbs	Modal verbs
				Devices for cohesions within and across a paragraph	Devices for cohesions within and across a paragraph
				Formal and informal language	Formal and informal language
					Subjunctive form
					Active and passive voice



	EYFS	KS1		KS2			
	Reception	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
<b>Progression in punctuation</b>	Aa. (beginning to)	Aa.!?	Aa.!?	Aa.!?	Aa.!?	Aa.!?	Aa.!?
			Commas to separate a list	Commas to separate a list Commas for fronted adverbials	Commas to separate a list Commas for fronted adverbials	Commas to separate a list Commas for fronted adverbials Using commas for clarity	Commas to separate a list Commas for fronted adverbials Using commas for clarity
			Apostrophe for omission and singular possession.	Apostrophe for omission and singular possession and introduction to plural possession.	Apostrophe for omission and singular and plural possession.	Apostrophe for omission and singular and plural possession.	Apostrophe for omission and singular and plural possession.
				Inverted commas for direct speech	Inverted commas for direct speech	Inverted commas for direct speech	Inverted commas for direct speech
						Dashes, brackets and commas to mark clauses or indicate parenthesis	Dashes, brackets and commas to mark clauses or indicate parenthesis
							Semi-colons Colons
							Hyphens

## Subject content Grammar and Punctuation

### Key stage 1

In Year 1, pupils should be taught to develop their understanding of the concepts set out in [English Appendix 2 of the National Curriculum](#) by:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in discussing their writing.

In Year 2, pupils should be taught to develop their understanding of the concepts set out in [English Appendix 2 of the National Curriculum](#) by:

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2 in English Appendix 2
  - some features of written Standard English
  - use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

### Key stage 2

In lower Key Stage 2, pupils should be taught to develop their understanding of the concepts set out in [English Appendix 2 of the National Curriculum](#) by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2.
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

In upper Key Stage 2, pupils should be taught to develop their understanding of the concepts set out in [English Appendix 2 of the National Curriculum](#) by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

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|  |  | <ul style="list-style-type: none"><li>• learning the grammar for years 5 and 6 in English Appendix 2</li><li>• indicate grammatical and other features by:<ul style="list-style-type: none"><li>○ using commas to clarify meaning or avoid ambiguity in writing</li><li>○ using hyphens to avoid ambiguity</li><li>○ using brackets, dashes or commas to indicate parenthesis</li><li>○ using semi-colons, colons or dashes to mark boundaries between independent clauses</li><li>○ using a colon to introduce a list</li><li>○ punctuating bullet points consistently</li></ul></li><li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li></ul> |
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