



English - Writing

St Edmund Campion

Word Level

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>To use and understand the effects of suffixes -s or -es. (e.g dog, dogs; wish, wishes)</p> <p>Add suffixes to verbs where no change is needed in the spelling of the root word. (e.g helping, helped, helper)</p> <p>Know how the prefix 'un' changes the meaning of verbs and adjectives.</p>	<p>Form words using suffixes such as -ness, -er and by compounding (e.g superman, whiteboard)</p> <p>Form adjectives using the suffixes -er, -est</p> <p>Use -ly suffix to turn adjectives into adverbs</p>	<p>Form nouns using a range of prefixes (e.g. anti, auto)</p> <p>Understand the use of 'a' or 'an' depending on the consonant or vowel.</p> <p>Identify and use word families and show how they are related in form and meaning. (e.g. solve, solution, solver, dissolve, insoluble)</p>	<p>Recognise the grammatical difference between plural and possessive -s</p> <p>Use Standard English (e.g. we were, instead of we was.)</p>	<p>Convert nouns or adjectives in verbs using suffixes (e.g. -ate, -ise, -ify)</p> <p>Use verb prefixes (e.g. dis-, de-, mis-, over-, re-)</p>	<p>Recognise the difference between vocabulary of informal speech and that appropriate for formal speech; and use this appropriately.</p> <p>Explore how words are related by meaning as synonyms and antonyms.</p>

Sentence Level

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Combine words to make sentences.</p> <p>Begin to understand that a sentence contains a subject and a verb (e.g. a thing that is doing something)</p> <p>Join words and clauses using 'and'.</p>	<p>Understand that a sentence contains a subject and a verb. When this is secure:</p> <p>Use subordination: When, if, that, because</p> <p>Use co-ordination: Or, and, but</p> <p>Use expanded noun phrases for description (e.g. the man on the moon)</p> <p>Know how grammatical patterns in a sentence indicate whether its function is a statement, question, exclamation or command.</p>	<p>Understand the difference between a subordinate clause and a main clause- using commas to separate them.</p> <p>Express time, place and cause using conjunctions. (e.g. when, before, after, while, so, because)</p> <p>Adverbs (e.g. then, next, soon, therefore)</p> <p>Prepositions (e.g. before, after, during, in, because of)</p> <p>Extend sentences with more than one clause by using a wide range of conjunctions including when, if, because, although</p>	<p>Expand noun phrases by adding adjectives, nouns and prepositional phrases (e.g. The teacher becomes The strict maths teacher with the curly hair)</p> <p>Use fronted adverbials (e.g. Later that day, I heard the bad news) and appropriate punctuation (e.g. commas)</p>	<p>Use and understand relative clauses- how they are not a main clause- beginning with who, which, where, when, whose, that and use the appropriate punctuation with them</p> <p>Indicate degrees of possibilities using adverbs (e.g. perhaps, surely) or modal verbs (might, should, must, will)</p>	<p>Use passive voice to affect presentation in a sentence.</p> <p>Recognise and use structures typical of informal and formal speech. (e.g. question tags: He's your friend, isn't he? Or use of subjunctive: If I were)</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use the perfect verb form to mark relationships of time and cause.</p>

Text Level

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Sequence sentences to form short narratives.</p>	<p>Choose the correct tense (present and past) consistently throughout writing.</p> <p>Use the progressive form of verbs in the present and past tense (e.g. she is drumming. He was shouting)</p> <p>Learn how to use some features written in Standard English.</p>	<p>Start to use paragraphs to group related material.</p> <p>Use headings and sub-headings.</p> <p>Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play instead of he went out to play)</p>	<p>Use paragraphs to organise ideas.</p> <p>Use pronouns and nouns across sentences to avoid repetition.</p>	<p>Create flow within a paragraph by using: then, after, that, this, firstly.</p> <p>Link ideas across paragraphs using adverbials of time (e.g. Later) place (e.g. Nearby) and number (e.g. Secondly) or tense choice (e.g. He had seen her before)</p>	<p>Link ideas across paragraphs using a range of devices, including repetition of a word or phrase, grammatical connections (e.g. adverbials such as on the other hand, in contrast, as a consequence) and ellipsis.</p> <p>Use layout devices to structure texts (e.g. headings, sub-headings, columns, bullets or tables)</p>

Punctuation

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Separate words with spaces.</p> <p>Begin to punctuate using capital letters, full stops, question marks and exclamation marks.</p> <p>Use capital letters for names of people, places and the days of the week.</p>	<p>Use capital letters, full stops, question marks and exclamation marks.</p> <p>Use commas to separate items in a list.</p> <p>Use apostrophes to mark where letters are missing in spelling.</p> <p>Use apostrophes for singular possession (e.g. the girl's name.)</p>	<p>Begin to use inverted commas to punctuate direct speech.</p>	<p>Use inverted commas and other punctuation accurately to indicate direct speech. (e.g. Nikola said, "Please could you pass me my pencil?")</p> <p>Use apostrophe to mark plural possession (e.g. The girls' shoes)</p> <p>Use commas after fronted adverbials.</p>	<p>Use brackets, dashes and commas to indicate parenthesis.</p>	<p>Use semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use a colon to introduce a list and semi-colon within lists.</p> <p>Punctuate bullet points correctly.</p> <p>Use hyphens to avoid ambiguity (e.g. man eating shark vs man-eating shark)</p>

Terminology

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, subject, verb	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, apostrophe, comma.	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas, speech marks.	Determiner, pronoun, possessive pronoun, adverbial	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion.	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.