

Year 1

To know the alphabet.  
To be able to read their own writing and check it makes sense.  
To know a sentence has a subject and a verb e.g. 'The cat sat on the mat.'  
To understand the purpose of a full stop.  
To use a capital letter to start a sentence and to use for the personal pronoun I.  
To know the difference between a statement, question and exclamation.  
To use 'and', 'but', 'so' and 'because' to join two simple sentences.  
To use capital letters for titles, headings and names.  
To separate words with spaces.  
To know that an adjective describes a noun e.g. 'The red bus.'  
To use verbs and conjunctions in instructions.  
To introduce and use prepositions.  
To be able to add -s or -es to a noun e.g. dog◇dogs.  
To be able to add the suffix -ing, -ed and -er e.g. help ◇ helping, helped and helper. To be able to use the prefix un- to change the meaning of a word e.g. kind ◇ unkind. To be able to sequence sentences to form short narratives.  
To know that a noun is a name of a person, place or thing.  
To know that a verb is an action word.  
To know a preposition describes a location e.g. in and on.  
To know that the present tense is happening now.  
To know that the past tense has already happened.  
To understand the following words: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.

Year 2

To know how to read sentences that include inverted commas, commas and exclamation marks. To be able to match verbs and pronouns, for example, 'I am.' and 'The children are.'  
To be able to use his and hers correctly.  
To know what a verb is, understand its function within a sentence and use it correctly.  
To know how to use commas in a list e.g. 'I bought an apple, an orange and a banana.'  
To use a range of coordinating conjunctions to join clauses e.g. 'and', 'but', 'if', 'when', 'because' and 'so'.  
To confidently use a variety of conjunctions.  
To use imperative verbs as the correct term for bossy verbs.  
To use synonyms for simple verbs and adjectives.  
To know when a sentence should end in a full stop, exclamation mark or question mark and use appropriately.  
To be able to create nouns using the suffixes -ness, -er and -ment e.g. sadness, helper, judgement.  
To be able to create adjectives using the suffixes -ful and -less e.g. hopeful, hopeless.  
To use the suffixes -er and -est to make adjectives e.g. bigger and biggest.  
To use -ly to change an adjective into an adverb e.g. slow ◇ slowly.  
To know that the past tense is something that has already happened.  
To know that the present tense is now.  
To begin to use the irregular past tense for example: 'see', 'saw', 'go' and 'went'.  
To use the progressive form of verbs (is, was) in the present and past tense e.g. 'She is drumming.' and 'She was drumming.'  
To be able to write a sentence that begins with an -ing word followed by a comma e.g. 'Flying Tom flew to the moon.'  
To be able to write a sentence which has up to three adjectives before the noun which are separated by commas.  
To be able to write a one or two-word sentence for dramatic effect in a story e.g. 'He stopped. He turned. He froze.'  
To begin to write sentences which contain similes e.g. 'like' and 'as'.  
To write correctly punctuated question sentences using 'who', 'what', 'when', 'where', 'why', 'would', 'was', 'will' and 'what if' at the beginning. To understand a compound word is two small words joined together e.g. 'handbag' and 'fireman'.  
To know that a homophone is a word that sounds the same but is spelt differently e.g. poor/paw/pour.  
To use an apostrophe to contract two words e.g. it is◇it's.  
To use an apostrophe to show possession e.g. 'The girl's house.'  
To know the words noun, noun phrase, statement, question, exclamation, command, compound, prefix, suffix, adjective, adverb, verb, tense, apostrophe and comma.

### Year 3

To use the term adjective correctly  
To know an adjective describes a noun.  
To know how to delete, substitute and up level adjectives.  
To be able to collect and classify adjectives.  
To use the term pronoun correctly.  
To know how to use a pronoun to replace a noun in a sentence.  
To use the prefixes super-, anti- and auto-.  
To know when to use a or an.  
To understand that words can be related in form and meaning e.g. solve, solution, solver, dissolve and insoluble.  
To use a conjunction to express time, place and cause e.g. 'before', 'after', 'while', 'so', 'because', 'then', 'next', 'soon', 'during' and 'in'.  
To begin to use paragraphs to group ideas together.  
To use headings, subheadings, numbers and bullets.  
To know the 1st, 2nd and 3rd person e.g. 'I', 'me', 'we', 'you', 'she', 'her' and 'them'.  
To learn how to agree pronouns and verbs e.g. 'I am...' and 'We are...'.  
To know the rules for pluralisation (add -s, add -es and change y to i).  
To know that some plurals do not change e.g. 'sheep'.  
To know that some plurals are irregular e.g. man  $\diamond$  men.  
To know and use the term collective noun.  
To know how to use a range of punctuation e.g. full stop, question mark, exclamation mark, commas in a list, commas in clause and an apostrophe for contraction and possession.  
To use inverted commas for dialogue, a capital letter at the beginning of dialogue and a punctuation mark before closing speech.  
To use ellipses to show an unfinished sentence.  
To know and use the correct verbs for 1st, 2nd and 3rd person.  
To know the impact of changing the order of words in a sentence e.g. 'The old man walked slowly up the hill.'  $\diamond$  'Slowly, the old man walked up the hill.'  
To know how to use a range of sentences openers e.g. verbs, fronted adverbials and conjunctions.  
To know how to delete words in a sentence but still retain meaning.  
To know that things that have happened are in the past tense and things happening now are the present tense.  
To be able to use the past tense of regular verbs and some frequent irregular e.g. see  $\diamond$  saw.  
To use the present perfect verb instead of the simple past e.g. 'He has gone out to play.' instead of 'He went out to play.'  
To recognise and be able to write simple sentences and introduce multi-clause sentences.  
To know a synonym is an alternative word choice.  
To know an antonym is a word that means the opposite.  
To know the terminology: preposition, conjunction, word family, prefix, clause, multi-clause, direct speech, consonant, vowel and inverted commas.

### Year 4

To be able to use the future tense when writing about the future.  
To write in the appropriate tense in different genres.  
To develop the use of a wide range of punctuation marks e.g. full stop, exclamation mark, question mark, commas and inverted commas.  
To know and use a range of regular and irregular verbs in the past tense correctly.  
To know how to use a range of suffixes and prefixes appropriately.  
To use adverbial phrases e.g. 'All of a sudden...' or 'At that moment...' as sentence openers.  
To introduce comparatives and superlatives in persuasive writing.  
To know how to use similes and metaphors in narrative and poems.  
To punctuate speech correctly and introduce 'new speaker-new line'.  
To know that when adverbs are used as openers, use a comma after to punctuate.  
To know how to use an apostrophe to show possession and contraction.  
To know how to use the plural possessive apostrophe e.g. 'The girls' dresses.'  
To know the main and subordinate clauses in sentences e.g. '...because he was hungry.'  
To know how to use a multi-clause.  
To be able to write in standard English e.g. 'We were...' and 'I did not...'  
To use fronted adverbials that tell you how, when and where e.g. 'Slowly...', 'Later that day...' and 'Over the road...'  
To use a comma after a fronted adverbial.  
To select appropriate pronouns to avoid repetition in a sentence.  
To know the correct use of colon before a bullet pointed list.  
To know and use formal language for specific genres (letters).  
To begin to use a wider range of coordinating and subordinating conjunctions.  
To know the suffixes: -ful, -less, -ment, -tion, -ible, -ation, -ous, -sion, -ssion and -cian. To know the prefixes: dis-, bi-, re-, pre-, mis-, im-, in-, il-, semi-, super-, tele- and mal-. To know the terminology: determiner, pronoun, possessive pronoun and adverbial.

## Year 5

To write multi-clause sentences, including the type with a 'drop in' clause and how to use commas or brackets to identify the 'drop in' clause.

To know that a relative clause begins with 'who', 'which', 'where', 'when', 'whose', 'that' or an omitted relative pronoun.

To begin to write using degrees of possibility e.g. 'perhaps' or 'surely'.

To use modal verbs e.g. 'might', 'should', 'will' and 'must'.

To develop cohesion within a paragraph e.g. 'then', 'after that', 'this' and 'firstly'.

To know that paragraphs can be linked using adverbials of time, place and number e.g. 'later', 'nearby' and 'secondly'. To use a wide range of punctuation which include brackets, dashes or commas to indicate parenthesis.

To use a semicolon in sentences when a longer pause is required e.g. 'She was extremely exhausted; she gave up.'

To know the difference between direct and reported speech.

To convert direct speech to reported speech.

To be able to write in both formal and informal language.

To be able to convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise and -ify.

To use verb prefixes e.g. dis-, de-, mis-, over- and re-.

To know the suffixes: -cious, -tious, -ant, -ancel, -ancy, -ent, -encel, -ency, -able and -ible.

To know and understand a wider range of prepositional phrases e.g. '...under the bridge' and '...behind the hedge'. To develop vocabulary by using a wider range of synonyms and antonyms.

To know the 'i before e except after 'c' rule.

To know how to spell words with silent letters.

To know homophones and other words that are often confused e.g. 'aisle' and 'isle'.

To know the terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash and cohesion.

## Year 6

To understand the term active and passive when using verbs and use them in writing.

To use passive voice in writing.

To know how to manipulate clauses within sentences to create effect.

To use a range of clauses e.g. adverbial, adjectival, connecting, subordinating and a variety of sentences for impact.

To introduce and use conditionals, for example 'if' and 'then' and use the appropriate past/future tense e.g. 'If I had known that you were going to let me down, I would have asked someone else.' and 'If you can complete the task by then, you will be rewarded.'

To investigate and use the term root word.

To investigate and use prefixes and words from other languages e.g. 'aqueduct'.

To know the difference between vocabulary for formal and informal language e.g. 'find out', 'discover', 'ask for' and 'request'.

To know that words are relative by meaning as synonyms and antonym e.g. big $\Delta$ large and little $\Delta$ tiny.

To know the subjunctive form e.g. 'if I were' / 'were they'.

To develop the use of question tags e.g. 'He's your friend, isn't he?'

To know when linking ideas across paragraphs, to use a range of cohesion devices for example repetition of a word or phrase, the use of adverbial or ellipses.

To structure text using a wide range of layout devices including: a heading, subheading, columns, bullets or tables.

To use all punctuation marks including: semi colon, colon and dash to mark the boundary between independent clauses.

To use hyphens to avoid ambiguity e.g. 'man eating shark' versus 'man-eating shark'.

To use adverbs to indicate possibility e.g. 'clearly', 'obvious', 'certainly', 'maybe', 'definitely' and 'surely'.

To use adjectives that compare more than two nouns e.g. 'Mia had the longest hair of all the girls in her class.'

To be able to identify determiners in a sentence e.g. 'the', 'an' and 'a'.

To identify the subject and object in a sentence.

To know the terminology: subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi colon and bullet points.