

# SUBJECT PROGRESSION: English Progression



| Year          | Pupils are taught to...   |   |   |        |  |        |
|---------------|---|---|---|--------|--|--------|
|               | KS1   |   | LKS2  |        | UKS2   |        |
|               | Year 1  | Year 2  | Year 3  | Year 4 | Year 5   | Year 6 |
|               | <b>Transcription - Spelling</b>   |   |   |        |  |        |
| Revision      |   | Revise Phase 5 & consolidate Phase 6<br>Reinforce accurate spelling of Y1 common exception words.   | Although the teaching of phonics is not a statutory requirement at Key Stage 2, in Year 3, children who need extra support are given intervention.<br><br>Reinforce accurate spelling of Year 2 common exception words in writing.<br><br>Reinforce phonic work when teaching spelling, referring to phonemes children have previously learnt.<br><br>Year 4 will consolidate skills taught by Y3.<br><br>Continue to reinforce common homophones from Year 2 in writing. |        | Reinforce accurate spelling of Year 3 & 4 common exception words.<br><br>Year 6 – Consolidate skills taught in Year 5  |        |
| Phonics Links | Spell:<br>words containing each of the 40+ phonemes already taught<br><br>Apply simple spelling rules and guidance, as listed in English Appendix 1 | ...spell by:<br>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly<br>• learning new ways of spelling phonemes for which one or more spellings are already known, & learn some words with each spelling...<br><br><b>From Appendix 1:</b><br>⇒ The /dʒ/ sound spelt as ge and dge at the end of words & sometimes spelt as g elsewhere in words before e, i and y (badge, age, giant)<br>⇒ -The /s/ sound spelt c before e, i and y (ice, rice)<br>⇒ -The /n/ sound spelt kn & (less often) gn at the beginning of words (gnat, knock)<br>⇒ The /i:/ sound spelt -ey (key, monkey)<br>⇒ The /ʌ/ sound spelt o (mother, other)<br>⇒ The /r/ sound spelt wr at the beginning of words (write, wrap) | <b>From Appendix 1:</b><br>⇒ The /I/ sound spelt y elsewhere than at the end of words (myth, gym, pyramid etc)<br>⇒ Words with endings sounding like /ʒə/ (-sure) or /tʃə/ (-ture) (treasure, texture)<br>⇒ Words with the /eɪ/ sound spelt ei, eigh, or ey (vein, weigh, they)<br>⇒ The /ʌ/ sound spelt ou (young, touch)  |        | <b>From Appendix 1:</b><br>⇒ Words containing the letter-string ough<br>⇒ (ought, rough, through, thorough)<br>⇒ Words with the /i:/ sound spelt ei after c<br>⇒ (receive, caffeine) |        |

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|                     | KS1   |   | LKS2  |  | UKS2   |        |
|                     | Year 1  | Year 2  | Year 3  | Year 4   | Year 5 | Year 6 |
|                     |   |   |   |  |        |        |
| Prefixes & Suffixes | <ul style="list-style-type: none"> <li>Add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</li> <li>Use the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>Adding the prefix -un</li> </ul> | <ul style="list-style-type: none"> <li>Adding -es to nouns and verbs ending in -y</li> <li>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.</li> <li>Adding the endings -ing, -ed, -er, -est and -y to words ending in e with a consonant before it.</li> <li>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter.</li> <li>The suffixes -ment, -ness, -ful, -less and -ly</li> </ul> | <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> </ul> <p><b>From Appendix 1:</b></p> <ul style="list-style-type: none"> <li>⇒ Add suffixes beginning with vowel letters to words of more than one syllable (gardener, beginning, forgotten)</li> <li>⇒ dis- &amp; mis- prefixes (negative meanings)</li> <li>⇒ in- prefix (meaning 'not' or 'in/into') becoming il-, im-, in- prefixes</li> <li>⇒ re- prefix (meaning 'again' or 'back')</li> <li>⇒ sub-, inter-, super- prefixes (positional – meaning 'below', 'between/among', and 'above')</li> <li>⇒ anti- prefix (meaning 'against')</li> <li>⇒ auto- prefix (meaning 'self' or 'own')</li> <li>⇒ -ation suffix (changing verbs to nouns)</li> <li>⇒ -ly suffix (changing adjectives to adverbs)</li> <li>⇒ -ous suffix</li> <li>⇒ Endings which sound like /ʃən/ making -tion, -sion, -ssion, -cian</li> <li>⇒ Endings which sound like /ʒən/ end in -sion (division, invasion)</li> </ul> | <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> </ul> <p><b>From Appendix 1:</b></p> <ul style="list-style-type: none"> <li>⇒ Adding suffixes beginning with vowel letters to words ending in -fer</li> <li>⇒ Endings which sound like /ʃəl/ spelt -cial, -ial</li> <li>⇒ Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</li> <li>⇒ Words ending in -able and -ible, and -ably and -ibly</li> <li>⇒ Endings which sound like /ʃəs/ spelt -cious or-tious (conscious, ambitious)</li> </ul> |        |        |
|                     |   |   |   |  |        |        |

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|--|--|--|---|--------|--|--------|
|  | KS1  |  | LKS2  |        | UKS2   |        |
|  | Year 1   | Year 2   | Year 3  | Year 4 | Year 5   | Year 6 |
| Common Exception Words (Commonly Misspelt Words) | Spell common exception words as listed in English Appendix 1<br><br>Spell days of the week                                   | Apply spelling rules and guidance, as listed in English <b>Appendix 1</b><br><br>Learning to spell common exception words  | Spell words that are often misspelt ( <b>Appendix 1</b> )   |        | Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English <b>Appendix 1</b> .             |        |
| Homophones & Near Homophones                     |  | <ul style="list-style-type: none"> <li>Learning new ways of spelling phonemes for which one or more spellings are already known, &amp; learn some words with each spelling, including a few common homophones</li> <li>Distinguishing between homophones &amp; near homophones (<b>Appendix 1</b>)</li> </ul>                | Spell further homophones ( <b>Appendix 1</b> )  |        | Continue to distinguish between homophones and other words which are often confused.<br><br>( <b>Appendix 1</b> )  |        |
| Silent Letters                                   | <ul style="list-style-type: none"> <li>The /ŋ/ sound spelt n before k</li> <li>The /v/ sound at the end of words.</li> </ul> | <ul style="list-style-type: none"> <li>The /n/ sound spelt kn and (less often) gn at the beginning of words</li> <li>The /r/ sound spelt wr at the beginning of words</li> <li>The /l/ or /əl/ sound spelt -le at the end of words</li> <li>Words ending -il</li> <li>The /aɪ/ sound spelt -y at the end of words</li> </ul> |   |        | Spell some words with 'silent' letters [e.g. knight, psalm, solemn]<br>( <b>Appendix 1</b> )   |        |
| Word Origins                                     |  |  | <b>From Appendix 1:</b> <ul style="list-style-type: none"> <li>⇒ Words with the /k/ sound spelt ch (Greek in origin) (scheme, chorus)</li> <li>⇒ Words with the /ʃ/ sound spelt ch (mostly French in origin) (chef, brochure)</li> <li>⇒ Words ending with the /g/ sound spelt -gue &amp; the /k/ sound spelt -que (French in origin) (league, antique)</li> <li>⇒ Words with the /s/ sound spelt sc (Latin in origin) (science, discipline)</li> </ul> |        |  |        |
| Dictionary/T hesaurus Skills                     |  |  | Use the first two or three letters of a word to check its spelling in a dictionary  |        | Use dictionaries to check the spelling and meaning of words<br><br>Use the first three or four letters of a word to check spelling, meaning or both in a dictionary<br><br>Use a thesaurus |        |

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|-----------|--|---|---|--|
| Dictation | <ul style="list-style-type: none"><li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li></ul> | <ul style="list-style-type: none"><li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li></ul> | Write from memory simple sentences, dictated by the teacher, that include words & punctuation taught so far |  |
|-----------|--|---|---|--|

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| Year Group                        | Pupils are taught to...   |  |        |   |  |        |
|-----------------------------------|---|--|--------|---|--|--------|
|                                   | KS1   |  | LKS2   |   | UKS2   |        |
|                                   | Year 1  | Year 2   | Year 3 | Year 4  | Year 5   | Year 6 |
| <b>Formation / Cursive Script</b> | <ul style="list-style-type: none"> <li>Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>Form capital letters</li> <li>Form digits 0-9</li> </ul> | <ul style="list-style-type: none"> <li>Pupils should be taught to:               <ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</li> <li>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un - joined.</li> </ul> </li> </ul> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>To use spacing between words that reflects the size of the letters.</p> |        | <ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> </ul> <p><b>Reinforce joining patterns from Year 2.</b></p>     | <p>write legibly &amp; with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices &amp; deciding whether or not to join specific letters</li> </ul> |        |
| <b>Legibility</b>                 | <ul style="list-style-type: none"> <li>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>  | <ul style="list-style-type: none"> <li>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>   |        | <p>increase the legibility, consistency and quality of handwriting [e.g, by ensuring that the downstrokes of letters are parallel &amp; equidistant; that lines of writing are spaced sufficiently so that the ascenders &amp; descenders of letters do not touch].</p> |  |        |
| <b>Writerly Choice</b>            |   | <ul style="list-style-type: none"> <li>Pupils should be taught to: Develop positive attitudes towards and stamina for writing by:               <ul style="list-style-type: none"> <li>Writing narratives about personal experiences and those of others (real and fictional)</li> <li>Writing about real events</li> <li>Writing poetry</li> <li>Writing for different purposes</li> </ul> </li> </ul>  |        |   | <p>choosing the writing implement that is best suited for a task.</p>  |        |

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| Year Group                                |   |  |  |   |        |   |        |
|---|---|--|--|---|--------|---|--------|
|   |   | Taught Skills from KS1   |  | LKS2  |        | UKS2  |        |
|   |   |  |  | Year 3  | Year 4 | Year 5  | Year 6 |
|   |   |  |  |   |        |   |        |
| Genres                                    |   | No specific writing genres mentioned but objectives refer to narrative and non-narrative.            |  |   |        |   |        |
|   |   | <a href="#">See progression through genres document for progression of skills within each genre.</a> |  |   |        |   |        |
| Planning                                  | To consider what they are going to write before beginning by:<br><br>- Planning or saying out loud what they are going to write about<br>- Writing down ideas and/or key words, including new vocabulary<br>- Encapsulating what they want to say, sentence by sentence<br><br>Write sentences by:<br>• Saying out loud what they are going to write about<br>• Composing a sentence orally before writing it |  |  | ...plan their writing by:<br>• discussing writing similar to what they are planning to write in order to understand & learn from its structure, vocabulary & grammar  |        | .plan their writing by:<br>• identifying the audience for and purpose of the writing, selecting the appropriate form & using similar writing as models for their own<br>• in writing narratives, considering how authors have developed characters & settings in what pupils have read, listened to/ seen performed |        |
|   | • Writing down ideas and/or key words, including new vocabulary.  |  |  | • discussing and recording ideas.   |        | • noting and developing initial ideas, drawing on reading and research where necessary.   |        |
| Writing & Vocabulary & Sentence Structure |   |  |  | draft and write by:<br>• composing & rehearsing sentences orally (including dialogue), progressively building a varied & rich vocabulary & an increasing range of sentence structures ( <b>Appendix 2</b> ) |        | ...draft and write by:<br>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning   |        |

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|--|-------------------------|--|---|--|---|
|  | Paragraphing & Cohesion |  |   | Organising paragraphs around a theme:<br><br><b>From Appendix 2 – Year 3:</b><br>⇒ Introduction to paragraphs as a way to group related material<br><br><b>From Appendix 2 – Year 4:</b><br>⇒ Use of paragraphs to organise ideas around a theme | using a wide range of devices to build cohesion within and across paragraphs<br><b>From Appendix 2 – Year 5:</b><br>⇒ Devices to build cohesion within a paragraph<br>⇒ Linking ideas across paragraphs using adverbials of time, place and number or tense choices<br><b>From Appendix 2 – Year 6</b><br>⇒ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis<br>⇒ Layout devices [e.g, headings, sub-headings, columns, bullets, or tables, to structure text] |
|  |                         |  |   |  | précising longer passages   |
|  | Organisation            |  |   | In non-narrative material, using simple organisational devices [for example, headings and sub-headings]<br><br><b>From Appendix 2 – Year 3</b><br>⇒ Headings and sub-headings to aid presentation  | using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]   |
|  | Narrative Writing       |  | To sequence sentences to form short narratives. | In narratives, creating settings, characters and plot  | In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action   |

| Year Group           |            | Pupils are taught to...   |   |   |        |
|----------------------|------------|---|---|---|--------|
|                      |            | Taught Skills from KS1  |   | UKS2  |        |
|                      |            | LKS2  |   |   |        |
|                      |            | Year 3  | Year 4  | Year 5  | Year 6 |
| Composition          |            |   |   |   |        |
| Evaluating & Editing | Evaluating | make simple additions, revisions and corrections to their own writing by:<br>• evaluating their writing with the teacher and other pupils | ...evaluate and edit by:<br>• assessing the effectiveness of their own and others writing and suggesting improvements   |   |        |
|                      | Editing    |   | proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences | proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning |        |

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|---------------------------------------|--|---|--|
| <b>Proof Reading</b>                  | <ul style="list-style-type: none"> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly.</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> |   | <ul style="list-style-type: none"> <li>• ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> |
|                                       |  | Pupils should be taught to:<br>• proof-read for spelling and punctuation errors   |  |
| <b>Performance Reading of Writing</b> | To read aloud what they have written with appropriate intonation to make the meaning clear.  | read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | perform their own compositions, using appropriate intonation, volume, & movement so that meaning is clear.   |

| Year Group                                   | Pupils are taught to...   |   |        |  |        |
|--|---|---|--------|--|--------|
|  | Taught Skills from KS1  | LKS2  |        | UKS2   |        |
|  |   | Year 3  | Year 4 | Year 5   | Year 6 |
| <b>Vocabulary, Punctuation &amp; Grammar</b> |   |   |        |  |        |
| <b>Knowledge</b>                             | learn how to use...<br>• the grammar for year 2 in English Appendix 2<br>Revise terminology & punctuation from Yr1. | ...develop their understanding of the concepts set out in English Appendix 2 by:<br>• learning the grammar for years 3 and 4 in English Appendix 2<br>Year 3 - Revise the following:<br>• Year 2 tenses, punctuation & terminology<br>Year 4 – Revise Year 3 specific objectives, including terminology |        | ...develop their understanding of the concepts set out in English Appendix 2 by:<br>• learning the grammar for years 5 & 6 in Appendix 2<br><br><b>Year 5 - Revise the following:</b><br>• Year 3 – forming nouns using prefixes<br>• Year 4 – plural possessive & fronted adverbials<br>• Sub-ordinating conjunctions<br><br><b>Year 6 – Revision involves re-capping Yr 3-5</b><br>• Year 4 – Standard English<br>• Year 5 – relative clauses, parenthesis & modal verbs |        |



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| <b>Word Level</b>     |                            | <b>From Appendix 2 – Year 2</b> <ul style="list-style-type: none"> <li>⇒ Formation of nouns using suffixes such as –ness, –er and by compounding [e.g. whiteboard, superman]</li> <li>⇒ Formation of adjectives using suffixes such as –ful, –less (See Spelling for more suffixes)</li> <li>⇒ Use of the suffixes –er, –est in adjectives and the</li> <li>⇒ use of –ly in Standard English to turn adjectives into adverbs</li> </ul> | <b>From Appendix 2 – Year 3</b> <ul style="list-style-type: none"> <li>⇒ Formation of nouns using a range of prefixes [e.g. super–, anti–, auto–] (See Spelling for relevant prefixes)</li> <li>⇒ Use of the forms a or an according to whether the next word begins with a consonant or a vowel</li> <li>⇒ Word families based on common words, showing how words are related in form and meaning [e.g. solve, solution, solver, dissolve, insoluble]</li> </ul> <b>From Appendix 2 - Year 4</b> <ul style="list-style-type: none"> <li>⇒ The grammatical difference between plural and possessive –s (See Spelling – linked to adding possessive apostrophe)</li> </ul> | <b>From Appendix 2 – Year 5</b> <ul style="list-style-type: none"> <li>⇒ Converting nouns or adjectives into verbs using suffixes [e.g. –ate; –ise; –ify]</li> <li>⇒ Verb prefixes [e.g. dis–, de–, mis–, over– and re–]</li> </ul> <b>From Appendix 2 – Year 6</b> <ul style="list-style-type: none"> <li>⇒ How words are related by meaning as synonyms and antonyms [e.g. big, large, little].</li> </ul> |
| <b>Terminology</b>    |                            | <ul style="list-style-type: none"> <li>• To use and understand the grammatical terminology in Appendix 2 in discussing their writing.</li> </ul>  | <ul style="list-style-type: none"> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>  |  |
|                       |                            | <b>From Appendix 2 – Year 2</b><br>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma   | <b>From Appendix 2 – Year 3</b><br>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')   | <b>From Appendix 2 – Year 5</b><br>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity  |
|                       |                            |   | <b>From Appendix 2 – Year 4</b><br>determiner, pronoun, possessive pronoun, adverbial   | <b>From Appendix 2 – Year 6</b><br>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points  |
| <b>Sentence Level</b> | <b>Modal Verbs</b>         |   |   | <ul style="list-style-type: none"> <li>• using modal verbs or adverbs to indicate degrees of possibility<br/><b>(Appendix 2 – Year 5)</b></li> </ul>   |
|                       | <b>Passive Voice</b>       |   |   | using passive verbs to affect the presentation of information in a sentence<br><b>(Appendix 2 – Year 6)</b>  |
|                       | <b>Extending Sentences</b> | Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <b>(Also in Appendix 2)</b>  | Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>  | using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun<br><b>(Appendix 2 – Year 5)</b>  |
|                       |                            |   | using conjunctions, adverbs and prepositions to express time & cause <b>(Appendix 2 – Year 3)</b>   |  |
|                       |                            |   | using fronted adverbials <b>(Appendix 2 – Year 4)</b>   |  |
|                       | <b>Sentence Types</b>      | <ul style="list-style-type: none"> <li>• Sentences with different forms: statement, question, exclamation, command<br/><b>(Appendix 2)</b></li> </ul>   |   |  |

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|--------------------|--|---|---|---|---|
|                    | <b>Verb Tenses</b>   |   | • The present and past tenses correctly and consistently including the progressive form<br><b>From Appendix 2:</b><br>⇒ Correct choice & consistent use of present tense & past tense throughout writing<br>⇒ Use of the progressive form of verbs in the present & past tense to mark actions in progress [e.g. she is drumming] | using the present perfect form of verbs in contrast to the past tense<br><br><b>From Appendix 2 – Year 3</b><br>Use of the present perfect form of verbs instead of the simple past   | using the perfect form of verbs to mark relationships of time and cause   |
|                    | <b>Noun Phrases</b>  |   | ...learn how to use:<br>• expanded noun phrases to describe and specify [for example, the blue butterfly] ( <b>Appendix 2</b> )   | <b>From Appendix 2 – Year 4</b><br>⇒ Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the strict maths teacher with curly hair)   | • using expanded noun phrases to convey complicated information concisely |
| <b>Text</b>        | <b>Cohesion</b>  |   | • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ( <b>Appendix 2 – Year 4</b> )  |   |   |
|                    | <b>Formality</b>   | ...learn how to use...<br>• some features of written Standard English | <b>From Appendix 2 – Year 4</b><br>⇒ Standard English forms for verb inflections instead of local spoken forms [e.g, we were instead of we was, or I did instead of I done]   | ...develop their understanding of the concepts set out in English Appendix 2 by:<br>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ( <b>Appendix 2 – Year 6</b> )  |   |
| <b>Punctuation</b> | ...develop their understanding of the concepts set out in English Appendix 2 by:<br>• learning how to use both familiar & new punctuation correctly including full stops, capital letters, exclamation & question marks... ( <b>Appendix 2</b> ) |   |   |   |   |
|                    | (See above) – ‘...commas for lists...’ ( <b>Appendix 2</b> )   |   | indicate grammatical and other features by:<br>• using commas after fronted adverbials ( <b>Appendix 2 – Year 4</b> )   | ...indicate grammatical and other features by:<br>• using commas to clarify meaning or avoid ambiguity in writing ( <b>Appendix 2 – Year 5</b> )<br>•using hyphens to avoid ambiguity ( <b>Appendix 2 – Year 6</b> )<br>•using brackets, dashes or commas to indicate parenthesis ( <b>Appendix 2 – Year 5</b> )<br>•using semi-colons, colons or dashes to mark boundaries between independent clauses ( <b>Appendix 2 – Year 6</b> )<br>•using a colon to introduce a list ( <b>Appendix 2 – Year 6</b> )<br>•punctuating bullet points consistently ( <b>Appendix 2 – Year 6</b> ) |   |

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|  | (See above) – ‘... apostrophes for contracted forms and the possessive (singular)’<br><b>(Appendix 2)</b> | indicating possession by using the possessive apostrophe with plural nouns <b>(Appendix 2 – Year 4)</b>   |  |
|  |   | <ul style="list-style-type: none"> <li>• using and punctuating direct speech</li> </ul> <p><b>Appendix 2 – Year 3</b></p> <p>⇒ Introduction to inverted commas to punctuate direct speech</p> <p><b>Appendix 2 – year 4</b></p> <p>⇒ Use of inverted commas &amp; other punctuation to indicate direct speech</p> |  |