

Thomas Jones School

English Language Features Progression Document

Key Stage 1

Year 1	Year 2
<p>Joining words and joining sentences using <i>and</i></p> <p>How the prefix <i>un-</i> changes the meaning of verbs and adjectives (negation, <i>e.g. unkind</i>, or undoing, <i>e.g. untie the boat</i>)</p> <p>Regular plural noun suffixes <i>-s</i> or <i>-es</i> (<i>e.g. dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (<i>e.g. helping, helped, helper</i>)</p> <p>How words can combine to make sentences</p> <p>Sequencing sentences to form short narratives</p> <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun <i>I</i></p>	<p>Revision/consolidation of Year One objectives</p> <p>And:</p> <p>Formation of nouns using suffixes such as <i>-ness, -er</i></p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the Year 2 spelling appendix.)</p> <p>Use of the suffixes <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs</p> <p>Subordination (using <i>when, if, that, or because</i>) and co- ordination (using <i>or, and, or but</i>)</p> <p>Expanded noun phrases for description and specification (<i>e.g. the blue butterfly, plain flour, the man in the moon</i>)</p> <p>Sentences with different forms: statement, question, exclamation, command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (<i>e.g. she is drumming, he was shouting</i>)</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark contracted forms in spelling</p>

Key Stage 2

Year 3	Year 4	Year 5	Year 6
<p>Revision/consolidation of Y1/2 objectives</p> <p>And:</p> <p>Formation of nouns using a range of prefixes such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></p> <p>Use of the determiners <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel</p> <p>Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because); adverbs (e.g. before, after, during, because of) or prepositions (e.g. before, after, during, in, because of)</p> <p>Using paragraphs as a way to group related material</p> <p>Headings and subheadings to aid presentation</p> <p>Use of the perfect form of verbs to mark relationships of time and cause</p> <p>Inverted commas to punctuate direct speech</p>	<p>Revision/consolidation of Y1/2 /3 objectives</p> <p>And:</p> <p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p> <p>Use of inverted commas to punctuate direct speech</p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>)</p> <p>Use of commas after fronted adverbials</p>	<p>Revision/consolidation of Y1/2 /3/4 objectives</p> <p>And:</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate</i>; <i>-ise</i>; <i>-ify</i>)</p> <p>Verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>)</p> <p>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>why</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using modal verbs (e.g. <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>) or adverbs (e.g. <i>perhaps</i>, <i>surely</i>)</p> <p>Devices to build cohesion within a paragraph (e.g. <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Revision/consolidation of all objectives and application to writing opportunities.</p> <p>Self-evaluation of language features in pieces of writing</p>