



EYFS

Literacy: Writing ELG

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Reference Statutory Framework for the Early Year Foundation Stage March 2021

KS1 statutory requirements as well as other essential knowledge is more implicit than explicit within the National Curriculum. These skills should be well taught in KS1 but will be revisited on a regular basis to practise and consolidate learning and understanding.

Years 1 & 2

Grammar and Punctuation

- understand how words can combine to make sentences
- use the conjunction 'and' to link words and join clauses
- separate words with spaces
- begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences
- use capital letters for names of people, places and the days of the week
- use a capital letter for the personal pronoun I
- use the word 'because' to explain
- use time words to aid sequencing (to be formally introduced as time adverbs through grammar work in year 3)

Grammar and Punctuation

- form nouns using suffixes (–ness, –er) and by compounding e.g. snowman
- form adjectives using suffixes such as –ful, –less
- use suffixes –er, –est, –ly to turn adjectives into adverbs
- use conjunctions for subordination (when, if, that, because) and co-ordination (or, and, but) use expanded noun phrases for description and specification, e.g. the blue butterfly, plain flour, the man in the moon
- understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- use present tense/ past tense consistently throughout writing
- use the progressive form of verbs in the present and past tense to mark actions in progress, e.g. she is drumming, he was shouting
- use capital letters, full stops, question marks and exclamation marks to demarcate sentences
- use commas to separate items in a list
- use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns, e.g. the girl's name

- *Punctuation*
- *Sentence*
- *Noun*
- *Expanded noun phrase*
- *Statement*
- *Question*
- *Exclamation*
- *Command*
- *Adjective*
- *Adverb*
- *Verb*

- *Conjunction*
- *Tense*
- *Past tense*
- *Present tense*
- *Progressive*
- *Full stop*
- *Question mark*
- *Exclamation mark*
- *Capital letter*
- *Apostrophe*
- *Comma*

Reference DfE (2014) National Curriculum in England

In lower KS2, there are six grammar and three punctuation statutory requirements which will be introduced, developed and revisited over the two years. In upper KS2, there are seven grammar and six punctuation statutory requirements also to be worked on over two years.

Year 3

All elements of SPaG are taught within Writing and WCR lessons - both as stand-alone activities as well as daily opportunities to revisit learning within the reading and writing activities. There will be a dedicated grammar lesson during each week and there will be many opportunities to consolidate the learning throughout the week. In addition, every possible opportunity will be taken to apply grammar and knowledge across the curriculum.

| | Introduce | Practise | Revisit earlier learning |
|--------|---|--|--|
| Term 1 | Extending the range of sentences with more than one clause by using a wider range of conjunctions: when, if, because, although <i>Terminology:</i> <ul style="list-style-type: none"> • <i>Conjunction</i> • <i>Co-ordinating conjunction</i> • <i>Word</i> • <i>Phrase</i> • <i>Clause</i> | Using familiar punctuation correctly: full stops, capital letters, exclamation marks, question marks | Using sentences with different forms: statement, question, exclamation, command |
| Term 2 | Using and punctuating direct speech | Using familiar punctuation correctly: commas for lists, apostrophes for contracted forms and the possessive (singular) | Using capital letters for names of people, places, the days of the week and the personal pronoun I |
| Term 3 | Using conjunctions , adverbs and prepositions to express time and cause <i>Terminology:</i> <ul style="list-style-type: none"> • <i>Tense</i> • <i>Past</i> • <i>Present</i> • <i>Present perfect</i> • <i>Verb</i> | Extending sentences with more than one clause by using a wider range of conjunctions: when, if, because, although | Using expanded noun phrases to describe and specify. Word classes: adjectives, determiners |
| Term 4 | Using conjunctions, adverbs and prepositions to express time and cause <i>Terminology:</i> <ul style="list-style-type: none"> • <i>Preposition</i> | Using and punctuating direct speech | Word classes: nouns, verbs, prepositions |

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| | <ul style="list-style-type: none"> • <i>Adverb</i> • <i>Conjunction</i> • <i>Phrase</i> • <i>Clause</i> | | |
| Term 5 | Extending the range of sentences with more than one clause by using a wider range of conjunctions: before, after, until, once, while | Indicating possession by using the possessive apostrophe with plural nouns | Using the present and past tenses correctly including the progressive form |
| Term 6 | Using the present perfect form of verbs in contrast to the past tense <i>Terminology:</i> <ul style="list-style-type: none"> • <i>Tense</i> • <i>Past</i> • <i>Present</i> • <i>Present perfect</i> • <i>Verb</i> | Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <i>Terminology:</i> <ul style="list-style-type: none"> • <i>Pronoun</i> • <i>Personal pronoun</i> • <i>Possessive pronoun</i> • <i>Noun</i> • <i>Expanded noun phrase</i> • <i>Cohesion</i> | Sentence structures: words, phrases and clauses |

Years 3 & 4 Punctuation terminology

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| <ul style="list-style-type: none"> • <i>Comma</i> • <i>Fronted adverbial</i> • <i>Apostrophe</i> • <i>Plural</i> | <ul style="list-style-type: none"> • <i>Singular</i> • <i>Noun</i> • <i>Inverted commas (speech marks)</i> • <i>Direct speech</i> |
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Reference DfE (2014) National Curriculum in England

Year 4

All elements of SPaG are taught within Writing and WCR lessons - both as stand-alone activities as well as daily opportunities to revisit learning within the reading and writing activities. There will be a dedicated grammar lesson during each week and there will be many opportunities to consolidate the learning throughout the week. In addition, every possible opportunity will be taken to apply grammar and knowledge across the curriculum.

| | Introduce | Practise | Revisit |
|--------|---|---|--|
| Term 1 | Using fronted adverbials Using commas after fronted adverbials <i>Terminology:</i> <ul style="list-style-type: none"> • <i>Adverb</i> • <i>Adverbial</i> • <i>Fronted adverbial</i> • <i>Preposition</i> • <i>Comma</i> | Extending the range of sentences with more than one clause by using a wider range of conjunctions: when, if, because, although, before, after, until, once, while | Sentence structures: words, phrases |
| Term 2 | Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <i>Terminology:</i> <ul style="list-style-type: none"> • <i>Pronoun</i> • <i>Personal pronoun</i> • <i>Possessive pronoun</i> • <i>Noun</i> • <i>Expanded noun phrase</i> • <i>Cohesion</i> | Using fronted adverbials Using commas after fronted adverbials | Using and punctuating direct speech Word classes: pronouns |
| Term 3 | Extending the range of sentences with more than one clause using a wider range of conjunctions: while, since, as, whenever, wherever, despite | Using the present perfect form of verbs in contrast to the past tense <i>Terminology:</i> <ul style="list-style-type: none"> • <i>Tense</i> • <i>Past</i> • <i>Present</i> • <i>Present perfect</i> • <i>Verb</i> | Sentence structures: words, phrases and clauses |
| Term 4 | Using conjunctions, adverbs and prepositions to express time and cause <i>Terminology:</i> <ul style="list-style-type: none"> • <i>Preposition</i> • <i>Adverb</i> | Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | Using familiar punctuation correctly: commas for lists, apostrophes for contracted forms and the possessive (singular) |

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| | <ul style="list-style-type: none"> • <i>Conjunction</i> • <i>Phrase</i> • <i>Clause</i> | | |
| Term 5 | Indicating possession by using the possessive apostrophe with plural nouns | Using fronted adverbials Using commas after fronted adverbials | Using expanded noun phrases to describe and specify Word classes: adjectives, determiners |
| Term 6 | Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | Using the present perfect form of verbs in contrast to the past tense | Using the present and past tenses correctly including the progressive form |

Years 3 & 4 Punctuation terminology

| | |
|--|---|
| <ul style="list-style-type: none"> • <i>Comma</i> • <i>Fronted adverbial</i> • <i>Apostrophe</i> • <i>Plural</i> | <ul style="list-style-type: none"> • <i>Singular</i> • <i>Noun</i> • <i>Inverted commas (speech marks)</i> • <i>Direct speech</i> |
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Reference DfE (2014) National Curriculum in England

Year 5

All elements of SPaG are taught within Writing and WCR lessons - both as stand-alone activities as well as daily opportunities to revisit learning within the reading and writing activities. There will be a dedicated grammar lesson during each week and there will be many opportunities to consolidate the learning throughout the week. In addition, every possible opportunity will be taken to apply grammar and knowledge across the curriculum.

| | Introduce | Practise | Revisit |
|--------|---|--|---|
| Term 1 | <p>Using the perfect forms of the verbs to mark relationships of time and cause (past perfect)</p> <p><i>Terminology:</i></p> <ul style="list-style-type: none"> • <i>Verb</i> • <i>Auxiliary verb</i> • <i>Lexical verb</i> • <i>Perfect</i> • <i>Past</i> • <i>Present</i> • <i>Future</i> • <i>Tense</i> | | <p>Using the present perfect forms of the verbs in contrast to the past tense (Y3/4).</p> <p>Using the present and past tenses correctly, including the progressive form (Y2)</p> |
| Term 2 | <p>Using expanded noun phrases to convey complicated information concisely</p> <p><i>Terminology:</i></p> <ul style="list-style-type: none"> • <i>Expanded noun phrases</i> • <i>Adjective</i> • <i>Noun</i> • <i>Phrase</i> • <i>Preposition</i> • <i>Prepositional phrase</i> | Using the perfect form of verbs to mark relationships of time and cause (past perfect) | Using expanded noun phrases to describe and specify (Y2) |
| Term 3 | <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p><i>Terminology:</i></p> <ul style="list-style-type: none"> • <i>Verb</i> • <i>Modal verb</i> • <i>Adverb</i> | Using expanded noun phrases to convey complicated information concisely | Using and punctuating direct speech (Y3/4) |
| Term 4 | Using relative clauses beginning with who , when , which , where, when, whose, that or using an implied (ie. | Using modal verbs or adverbs to indicate degrees of possibility | Using fronted adverbials (Y3/4). Using commas after fronted adverbials (Y3/4) |

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| | <p>omitted) pronoun.</p> <p><i>Terminology:</i></p> <ul style="list-style-type: none"> • <i>Clause</i> • <i>Main clause</i> • <i>Subordinate clause</i> • <i>Relative clause</i> • <i>Embedded clause</i> • <i>Pronoun</i> • <i>Relative clause</i> • <i>Subject</i> • <i>Object</i> • <i>Comma</i> <p>Using commas to clarify meaning and avoid ambiguity in writing</p> | | |
| Term 5 | Using the perfect form of verbs to mark relationships of time and cause (future perfect) | Using the perfect form of verbs to mark relationships of time and cause (past perfect) | Using the present perfect form of verbs in contrast to the past tense (Y3/4) |
| Term 6 | <p>Using relative clauses beginning with who, which, where, when, whose, that or using an implied (ie. omitted) pronoun.</p> <p><i>Terminology:</i></p> <ul style="list-style-type: none"> • <i>Clause</i> • <i>Main clause</i> • <i>Subordinate clause</i> • <i>Relative clause</i> • <i>Embedded clause</i> • <i>Pronoun</i> • <i>Relative pronoun</i> • <i>Subject</i> • <i>Object</i> • <i>Comma</i> <p>Using brackets, dashes or commas to indicate parenthesis</p> | Using relative clauses beginning with who , when , which , where , when , whose , that or using an implied (ie. omitted) pronoun | Using subordination and co-ordination (Y2). Extending the range of sentences with more than one clause by using a wider range of conjunctions (Y3/4) |

Years 5 & 6 Punctuation terminology

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| <ul style="list-style-type: none"> • <i>Colon</i> • <i>Semi-colon</i> • <i>Dash</i> • <i>Hyphen</i> • <i>Parenthesis</i> | <ul style="list-style-type: none"> • <i>Brackets</i> • <i>Commas</i> • <i>Clause</i> • <i>Ambiguity</i> • <i>Bullet points</i> |
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Year 6

All elements of SPaG are taught within Writing and WCR lessons - both as stand-alone activities as well as daily opportunities to revisit learning within the reading and writing activities. There will be a dedicated grammar lesson during each week and there will be many opportunities to consolidate the learning throughout the week. In addition, every possible opportunity will be taken to apply grammar and knowledge across the curriculum.

| | Introduce | Practise | Revisit |
|--------|--|---|--|
| Term 1 | <p>Using relative clauses beginning with who, when, which, where, when, whose, that or using an implied (ie. omitted) pronoun</p> <p><i>Terminology:</i></p> <ul style="list-style-type: none"> • <i>Clause</i> • <i>Main clause</i> • <i>Subordinate clause</i> • <i>Relative clause</i> • <i>Embedded clause</i> • <i>Pronoun</i> • <i>Relative pronoun</i> • <i>Subject</i> • <i>Object</i> • <i>Comma</i> | <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> | <p>Using fronted adverbials (Y3/4).</p> <p>Using commas after fronted adverbials (Y3/4)</p> |
| Term 2 | <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p><i>Terminology:</i></p> <ul style="list-style-type: none"> • <i>Active</i> • <i>Passive</i> • <i>Subject</i> • <i>Verb</i> • <i>Sentence</i> • <i>Clause</i> • <i>Participle</i> <p>Using hyphens to avoid ambiguity.</p> | | <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. (Y3/4)</p> |
| Term 3 | <p>Using the perfect form of verbs to mark relationships of time and cause (perfect progressive forms).</p> <p><i>Terminology:</i></p> <ul style="list-style-type: none"> • <i>Verb</i> • <i>Auxiliary verb</i> • <i>Lexical verb</i> | <p>Using perfect form of verbs to mark relationships of time and cause (past and future perfect).</p> | |

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| | <ul style="list-style-type: none"> • <i>Perfect</i> • <i>Past</i> • <i>Present</i> • <i>Future</i> • <i>Tense</i> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p> | | |
| Term 4 | <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p><i>Terminology:</i></p> <ul style="list-style-type: none"> • <i>Formal</i> • <i>Informal</i> • <i>Subjunctive</i> • <i>Nominalisation</i> • <i>Abstract noun</i> <p>Using a colon to introduce a list. Punctuating bullet points consistently</p> | <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Using passive verbs to affect the presentation of information in a sentence</p> | |
| Term 5 | Use assessment to identify key areas that may need revisiting | → | → |
| Term 6 | | <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Using passive verbs to affect the presentation of information in a sentence</p> | |

Years 5 & 6 Punctuation terminology

| | |
|---|---|
| <ul style="list-style-type: none"> • <i>Colon</i> • <i>Semi-colon</i> • <i>Dash</i> • <i>Hyphen</i> • <i>Parenthesis</i> | <ul style="list-style-type: none"> • <i>Brackets</i> • <i>Commas</i> • <i>Clause</i> • <i>Ambiguity</i> • <i>Bullet points</i> |
|---|---|