

Progression of Skills and Knowledge English

Text Features	Grammar and Sentence Features	Punctuation	Terminology
Year Group	Skills and Knowledge		
Year 3	<p><u>Text features:</u></p> <p><u>Entertain</u></p> <ul style="list-style-type: none"> • Use figurative language (similes, alliteration) • Use paragraphs to organize in time sequence • Sentence of 3 for description <i>e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> <p><u>Inform:</u></p> <ul style="list-style-type: none"> • Paragraphs used to group related ideas • Headings and subheadings to label content • Sentence of 3 for description <i>e.g. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i> <p><u>Persuade:</u></p> <ul style="list-style-type: none"> • Paragraphs/sections used to group related points • Use of 2nd person • Planned repetition • Facts and statistics • Adjectives for positive description • Pattern of 3 for persuasion <i>e.g. Visit, Swim, Enjoy!</i> <p><u>Grammar/sentence features:</u></p> <ul style="list-style-type: none"> • Use past and present tense accurately • Consolidate simple and compound sentences • Begin to use fronted adverbials to show time, place or manner • Begin to use subordinate clauses to add detail (when, if, because, although) • Use expanded noun phrases to add detail & description • Use a range of adverbs (time, manner, place) • Use nouns & pronouns for clarity and cohesion 		

	<ul style="list-style-type: none">Begin to use relative clauses to add detail													
	<p><u>Punctuation:</u></p> <ul style="list-style-type: none">Consolidate four main punctuation marks .,!?Use capital letters for proper nounsUse ? ! for rhetorical / exclamatory sentencesUse inverted commas for direct speechUse apostrophes for contractionBegin to use apostrophes for possessionUse commas to separate adjectives in a listUse commas to mark fronted adverbials <p>Begin to use commas to mark subordinate clauses</p>													
	<p><u>Terminology:</u></p> <table><tr><td>preposition</td><td>subordinate</td><td>prefix</td></tr><tr><td>vowel</td><td>conjunction</td><td>inverted commas</td></tr><tr><td>conjunction</td><td>word family</td><td>clause</td></tr><tr><td>phrase</td><td>direct speech</td><td>consonant</td></tr></table>			preposition	subordinate	prefix	vowel	conjunction	inverted commas	conjunction	word family	clause	phrase	direct speech
preposition	subordinate	prefix												
vowel	conjunction	inverted commas												
conjunction	word family	clause												
phrase	direct speech	consonant												
Year 4	<p><u>Text features</u></p> <p><u>Entertain</u></p> <ul style="list-style-type: none">Use paragraphs to organise time sequenceFigurative language (alliteration, similes, metaphors, onomatopoeia)Sentence of 3 for description <i>e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i>Sentence of 3 for action <i>e.g. Sam rushed down the road, jumped on the bus and sank into his seat.</i> <p><u>Inform</u></p> <ul style="list-style-type: none">Paragraphs used to group related ideasHeadings and subheadings to label contentBullet points in listsSentence of 3 for description <i>e.g. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i> <p>Sentence of 3 for action <i>e.g. The Romans enjoyed food, loved marching but hated the weather.</i></p> <p><u>Persuade</u></p> <ul style="list-style-type: none">Paragraphs used to group related pointsUse of 2nd personPlanned repetition <i>e.g. Find us to find the fun!</i>Facts and statistics													

	<ul style="list-style-type: none">• Adjectives for positive description• Pattern of 3 for persuasion <i>e.g. Visit, Swim, Enjoy!</i>																	
	<u>Grammar/sentence features:</u> <ul style="list-style-type: none">• Use past and present tense accurately• Use fronted adverbials to show time, place or manner (when, where, how)• Use expanded noun phrases by adding modifying adjectives/prepositions• Use subordinate clauses to add detail or context, including as openers• Use nouns & pronouns for cohesion and to avoid repetition• Use relative clauses to add further detail• Use rhetorical questions to engage the reader• Begin to use present perfect tense to place events in time <i>e.g. This week we have visited the Science Museum.</i>																	
	<u>Punctuation:</u> <ul style="list-style-type: none">• Consolidate four main punctuation marks .,!?• Use capital letters for proper nouns• Use inverted commas for direct speech• Begin to use full punctuation for direct speech, including punctuation within and before inverted commas• Secure use of apostrophes for contraction• Secure use of apostrophes for possession, including for plural nouns• Know the difference between plural and possessive -s• Use commas after fronted adverbials and subordinate clauses• Use commas to mark fronted adverbials• Use commas to mark subordinate clauses• Use commas to mark relative clauses• Use bullet points to list items																	
	<u>Terminology:</u> <table><tr><td>preposition clause</td><td>consonant</td><td>subordinate clause</td><td>determiner</td><td rowspan="3">inverted commas prefix</td></tr><tr><td>adverbial phrase</td><td>suffix</td><td>dialogue</td><td>pronoun</td></tr><tr><td>direct speech</td><td>conjunction phrase</td><td>vowel</td><td>word family</td></tr></table>					preposition clause	consonant	subordinate clause	determiner	inverted commas prefix	adverbial phrase	suffix	dialogue	pronoun	direct speech	conjunction phrase	vowel	word family
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adverbial phrase	suffix	dialogue	pronoun															
direct speech	conjunction phrase	vowel	word family															
Year 5	<u>Text features:</u> <u>Entertain:</u> <ul style="list-style-type: none">• Use paragraphs to organise in time sequence• Figurative language (alliteration, onomatopoeia, simile, metaphor, personification, pathetic fallacy)• Use a range of tenses to indicate changes in timing, sequence, etc. <u>Inform:</u>																	

- Secure use of **range of layouts**
- **Paragraphs** to group related ideas
- **Headings/sub-headings**
- Use of **technical vocabulary**
- **Sections** may contain more than one paragraph
- **Link ideas** within and across paragraphs
- Use **rhetorical questions**
- **Express own opinions** clearly
- Consistently maintain **viewpoint**
- **Summary clear** at the end

Persuade:

- Use of **2nd person**
- **Personal pronouns**
- Planned **repetition**
- **Facts & Statistics**
- **Hyperbole**

Discuss:

- Use **paragraphs** to structure arguments
- Use a **range of tenses** to indicate changes in timing, sequence, etc.
- Appropriate use of **cohesive devices**
- Use of **subjunctive form** where needed
- Maintain **formal/informal** tone

Grammar/sentence features:

- Secure use of **past** and **present tense**
- Secure use of **simple** and **compound sentences**
- Secure use of **fronted adverbials** to show time, place or manner (when, where, how)
- Secure use of **prepositional phrases**
- Secure use **expanded noun phrases** to inform or to add detail
- Use **subordinate clauses** to add detail or context, including in varied positions
- Use **relative clauses** to add detail or context, including in varied positions
- Use of **non-finite clauses** with –ing and –ed starters
- Use **imperative verbs** to convey urgency
- Use **modal verbs** to indicate degrees of possibility
- Use **adverbials** to convey sense of certainty

	<ul style="list-style-type: none">Use a wide range of sentence structures to add interest: lengthening or shortening of sentence for meaning and/or effect and moving sentence chunks around for different effectsBegin to use the subjunctive form for formal structure																		
	<u>Punctuation:</u> <ul style="list-style-type: none">Secure use of . ? ! , “ ”Secure use of commas to mark clauses, including opening subordinate clausesUse all punctuation for direct speechUse ? ! for rhetorical / exclamatory sentencesBegin to use brackets for incidentals or to mark relative clausesBegin to use dashes to emphasise additional informationBegin to use semi-colons to join related clausesBegin to use colons to introduce lists or sectionsBegin to use semi-colons to punctuate complex lists, including using bullet pointsBegin to use brackets or dashes to explain technical vocabulary																		
	<u>Terminology:</u> <table><tr><td>phrase</td><td>semi-colon</td><td>dash</td><td>modal verb</td><td>cohesion</td></tr><tr><td>relative pronoun</td><td>ambiguity clause</td><td>hyphen</td><td>parenthesis</td><td>antonym</td></tr><tr><td>bracket</td><td>relative clause</td><td>synonym</td><td>colon</td><td></td></tr></table>					phrase	semi-colon	dash	modal verb	cohesion	relative pronoun	ambiguity clause	hyphen	parenthesis	antonym	bracket	relative clause	synonym	colon
phrase	semi-colon	dash	modal verb	cohesion															
relative pronoun	ambiguity clause	hyphen	parenthesis	antonym															
bracket	relative clause	synonym	colon																
Year 6	<u>Text features:</u> <u>Entertain:</u> <ul style="list-style-type: none">Maintain plot consistently working from planUse paragraphs to organise in time sequenceUse a range of tenses to indicate changes in timing, sequence, etc. <u>Inform:</u> <ul style="list-style-type: none">Paragraphs to group related ideasUse a variety of text layoutsHeadings/sub-headingsUse of technical vocabularySections may contain more than one paragraph <u>Persuade:</u> <ul style="list-style-type: none">Use of 2nd personPersonal pronounsPlanned repetitionFacts & StatisticsHyperboleRhetorical questions																		

Discuss:

- Appropriate use of **cohesive devices**
- Use of **subjunctive form** if needed
- Use **paragraphs** to group points
- Maintain **formal/informal** tone

Grammar/sentence features:

- Secure use of **linking ideas** within and across paragraphs
- Use **adverbials** to provide cohesion across the text
- Use **subordinating conjunctions** to add detail in varied positions
- Use **modal** verbs to convey degrees of probability
- Use **relative clauses** to provide supporting detail or context
- Use **expanded noun phrases** to convey complicated information precisely
- Begin to use **passive voice** to maintain formal or impersonal tone
- Use a **wide range of sentence structures** to add interest
- Use a **range of techniques** to involve the reader – comments, questions, observations, rhetorical questions
- Use appropriate **formal and informal** styles of writing
- Use of **subjunctive form** in very formal writing

Punctuation:

- Secure use of **commas** to mark clauses, including opening subordinate clauses and relative clauses
- Use **brackets** or **dashes** for incidentals or parenthesis
- Use **dashes** to emphasise additional information
- Use **brackets** or **dashes** to explain technical vocabulary or mark relative clauses
- Use **semi-colons** for to mark related clauses
- Use **colons** to add further detail in a new clause
- Use **semi-colons** to join related clauses
- Use **colons** and **semi-colons** to punctuate complex lists, including using bullet points

Terminology:

active voice
synonym
hyphen

bullet points
ambiguity
passive voice

antonym
colon
subjunctive

subject
prefix
semi-colon
cohesion

past-progressive
object
suffix
ellipsis