

# Progression Overview Year 1 – Year 6 Newton Hill Community School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Develop understanding vocabulary, grammar and punctuation.</b>	<p>*Independently written sentences orally composed and written down.</p> <ul style="list-style-type: none"> <li>• Beginning to use multi-clause sentences. <b>Linked to use of 'and'.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Some variety of mainly grammatically accurate sentence types as appropriate for given task eg commands to instruct reader; statements to give information.</li> <li>• Writing includes multi-clause sentences which may indicate cause or time. Linked to use of</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of sentence types are used appropriately.</li> <li>• Using sentences with more than one clause, which are mostly grammatically accurate, e.g. correct subject / verb agreement; security of tense and person; correct use of subordination.</li> </ul>	<p>Extend variation in sentence structure through a range of openings, e.g. fronted adverbials (some time later, as we ran, once we had arrived...), subject reference (they, the boys, our gang...), speech.</p>	<ul style="list-style-type: none"> <li>• Includes multi-clause sentences using relative clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence forms are used securely and appropriately throughout and across texts and text types including the difference between structures typical of informal speech and those which are appropriate for formal speech and writing.</li> <li>• Passive voice is used to affect the presentation of information in a sentence (eg I broke the window in the greenhouse versus The window in the greenhouse was broken.)</li> <li>• Use of subjunctive forms such as If I were in some very formal writing and speech.</li> </ul>
	<p>*Word and clauses are joined using and</p>	<p>*Clauses <b>mostly linked with simple co-ordinators and, but, or</b></p> <ul style="list-style-type: none"> <li>• <b>Some use of subordination</b> to indicate cause or time (<b>when, if, because, that</b>)</li> </ul>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of].</p>	<ul style="list-style-type: none"> <li>• A wider range of conjunctions used throughout and across texts to join sentences with more than one clause.</li> </ul>	<p>Use of who, which, where, when, whose to introduce a relative clause</p> <ul style="list-style-type: none"> <li>• Relative clauses introduced by the use of an implied (omitted) pronoun eg (The woods, both dark and dangerous, versus The woods, which were</li> </ul>	<ul style="list-style-type: none"> <li>• A wider range of subordinating conjunctions (whilst, until, despite) with possible use of several subordinate clauses to aid economy of expression (Because of their courageous efforts, all of the passengers were saved, which was nothing</li> </ul>

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					<p>both dark and dangerous)</p> <ul style="list-style-type: none"> <li>• Appropriate use of a range of adverbials to link sentences or clauses eg (on the other hand, in contrast, as a consequence)</li> </ul>	<p>short of a miracle... 'Whilst under my roof, you will obey my rules, which are clearly displayed').</p> <ul style="list-style-type: none"> <li>• Subordinating connectives may be manipulated for emphasis or to nominalise for succinctness (Because of that, he failed.).</li> </ul>
	<p>*Spaces left between words</p> <ul style="list-style-type: none"> <li>• Sentences sometimes demarcated with capital letters AND full stops.</li> <li>• Sentence boundaries sometimes demarcated with an exclamation or question mark.</li> <li>• Capital letters used for names of people, places, days of week and personal pronoun I.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences usually demarcated with <b>capital letters AND full stops.</b></li> <li>• Appropriate use of <b>question and exclamation marks.</b></li> <li>• Capital letters used to mark proper nouns and ALWAYS for personal pronoun I.</li> <li>• <b>Commas used to separate items in a list.</b></li> <li>• <b>Apostrophes to mark contracted forms.</b></li> <li>• <b>Apostrophes</b> sometimes used to denote <b>singular possession.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Boundaries correctly identified and demarcated between separate sentences. (Be wary of comma splicing!)</li> <li>• Meaning clarified through the use of exclamation marks eg Jack took off his heavy coat because it was so warm!</li> <li>• Apostrophes used to denote singular possession.</li> <li>• Inverted commas/speech marks used to punctuate direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Commas used after fronted adverbials.</li> <li>• Apostrophes used to denote both singular and plural possession</li> <li>• Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</li> </ul>	<p>Sentences punctuated accurately including use of inverted commas/speech marks (and apostrophes.</p> <ul style="list-style-type: none"> <li>• Commas used within sentences to clarify meaning or avoid ambiguity.</li> <li>• Brackets, dashes or commas used to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Wider range of punctuation may be used to mark boundaries between independent clauses (eg semi colons, colons, dashes)</li> <li>• Colons and semi-colons correctly used when introducing and within lists. Eg Handa's basket was full of delicious fruit: sweet, juicy tangerines; ripe, red apples; soft, luscious peaches and a huge mango! NB Sentence preceding list must be complete for a colon to be used</li> <li>• Bullet points to list information (organisational feature in NC)</li> <li>• Use of punctuation</li> </ul>
		*Tense choice generally consistent in simple	*Tense choice generally consistent, mainly	*Tense choice appropriate and	• A range of verb forms develops meaning, and	• Verb forms are controlled and selected

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		<p>past (he sat) and progressive past (he was sitting) and present forms and is appropriate to task.</p> <ul style="list-style-type: none"> <li>Standard English is demonstrated in subject-verb agreement of the verb to be (eg we were as opposed to we was). <b>Linked to grammatically accurate sentence types.</b></li> </ul>	<p>grammatically accurate and appropriate to task including use of present perfect where appropriate.</p>	<p>consistent with verb forms varied and grammatically accurate in terms of Standard English.</p> <p>Noun phrases expanded by the addition of</p>	<p>appropriate tense choice is maintained including use of modals (should, might, could, will, must) (it will probably leave of its own accord...we could catch a later train, but will we arrive on time?).</p>	<p>to convey precision of meaning (It would be helpful if you could let me know, as this will enable me to take further action).</p> <ul style="list-style-type: none"> <li>Emphasis may be created through word order and accurate use of verb phrases, including the passive voice where appropriate (the centre has been visited often).</li> </ul>
		<p>Introduction of additional detail through the use expanded noun phrases including adjectives, comparatives, adverbs, or simple noun phrases (eg the small cottage/the small cottage with the red door</p>	<p>Some evidence of adjectives being used for precision, clarity and impact (beginning to understand that adjectives can be compared on a scale of intensity)</p> <ul style="list-style-type: none"> <li>Expanded noun phrases add <b>relevant</b> and <b>meaningful</b> detail.</li> </ul>	<p>*Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair</p> <ul style="list-style-type: none"> <li>Adjectives used for precision, clarity and impact eg difference between hot, warm , tepid, lukewarm etc (shades of meaning)</li> <li>Sometimes deletes words in sentences to see which are essential to retain meaning and which are not. (eg avoiding overly long expanded, noun phrases)</li> </ul>	<ul style="list-style-type: none"> <li>Adverbs used to Indicate degrees of possibility [for example, perhaps, surely]</li> <li>Modifiers are used to qualify, intensify or emphasise (exceptional result, insignificant amount)</li> </ul>	<p>Expanded noun phrases convey complicated information concisely eg use of nominalisation (eg The unfair distribution of food caused the famine versus The food was unfairly distributed which caused the famine.) and verbification (eg I e-mailed her versus I sent her an e mail.)</p>

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<b>Organisation of text and use of paragraphs.</b>	Sentences within simple texts are sequenced.	<ul style="list-style-type: none"> <li>Ideas and events sequenced logically.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas and events are sequenced using adverbs of time or manner or place.</li> </ul>	<ul style="list-style-type: none"> <li>Organisation through sequencing or logical transition, e.g. simple chronological stages; ideas grouped by related points; subheadings.</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing of paragraphs and / or sections contributes to overall effectiveness of text.</li> </ul>	Sequencing and structured organisation of paragraphs and / or sections contributes to overall effectiveness of text.
	A simple opening and/ or ending ( <i>Once upon a time...Yesterday we made cakes...Dear Santa...At the end we went home...</i> )	<ul style="list-style-type: none"> <li>A brief introduction (opening) and ending usually signalled.</li> </ul>	<ul style="list-style-type: none"> <li>A simple opening and ending (<i>Once upon a time...Yesterday we made cakes...Dear Santa...At the end we went home...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>An appropriate opening and closing, which may be linked.</li> </ul>		
	<ul style="list-style-type: none"> <li>Some ideas/events linked by connecting vocabulary, e.g. through repetition of a connective, subject or pronoun relating to the main idea (<i>I made a tree shape. Then I cut it out. Then I stuck a star on then I put the glitter on; my dragon is purple and it has green spots and it has sharp claws and it has a long tail and it breathes fire</i>).</li> </ul>	Related sentences linked by pronouns or simple time connectives ( <i>Then they climbed...She picked the flower...Next you stir it...</i> )	<ul style="list-style-type: none"> <li>Simple adverbials / pronouns may link sentences, sections or paragraphs (<i>when we got there, after that</i>).</li> <li>Some linking of ideas / events – flow may be disjointed or abrupt</li> </ul>	<ul style="list-style-type: none"> <li>Fronted adverbials contribute to linking of text.</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>Devices are used to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>	<ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</li> </ul>

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		<ul style="list-style-type: none"> <li>• Some attempt to organise and group related ideas together.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple text structure with an attempt to organise related ideas into paragraphs.</li> <li>• Headings and sub-headings aid presentation where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs are used to organise ideas around a theme</li> </ul>	Information / events developed in depth within some paragraphs and / or sections.	<ul style="list-style-type: none"> <li>• Some shaping of paragraphs may be evident to highlight or prioritise information, provide chronological links, build tension or interject comment or reflection.</li> <li>• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] are used effectively.</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Lower case letters are formed correctly</li> </ul> <p><b>EYFS</b> <b>Begin to form lower case letters in the correct direction, starting and finishing in the right place.</b></p> <ul style="list-style-type: none"> <li>• Capital letters and digits are formed correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Lower case letters are of the correct size relative to one another</li> <li>• Some evidence of joining using diagonal and horizontal strokes where appropriate.</li> <li>• Capital letters and digits are of the correct size relative to one another and to lower case letters.</li> <li>• Words are correctly spaced.</li> </ul>	<ul style="list-style-type: none"> <li>• Letters are consistent in size and proportion with both letters and words evenly spaced</li> <li>• Letters are joined using diagonal and horizontal strokes only where appropriate</li> <li>• Writing is showing increasing legibility and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• Letters are consistent in size and proportion with both letters and words evenly spaced</li> <li>• Letters are joined using diagonal and horizontal strokes only where appropriate</li> <li>• Writing is showing increasing legibility and fluency.</li> </ul>	Handwriting is legible and fluent	Handwriting is legible and fluent
<b>Spelling</b>	<i>See Year Group Programme of Study for more detail</i>	<i>See Year Group Programme of Study for more detail</i>  <i>Phase 6 graphemes in familiar words</i>	<i>See Year Group Programme of Study for more detail</i>  <b>Common prefixes:</b> <i>un-, re-, de-, dis-, mis-, in- (il-, im-, ir-</i>	<i>See Year Group Programme of Study for more detail</i>  <b>Common prefixes:</b> <i>un-, re-, de-, dis-, mis-, in- (il-, im-, ir-</i>	<i>See Year Group Programme of Study for more detail</i> <b>Words ending -cious, -tious, -cial, -tial</b>	<i>See Year Group Programme of Study for more detail</i> <b>Words ending -cious, -tious, -cial, -tial</b>

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	<p>Phase 2 to 5 graphemes in familiar words Doubled letters at the end of base words: ll, ss, zz, ff, ck Words ending in -y pronounced /ee/ and /igh/ Regular plural suffixes: -s, -es Regular verb inflections: -ed, -ing, -s <b>Common exception words:</b> <b>the a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our</b></p>	<p>Words with contracted forms The suffixes -ment, -ness, -ful, -less, -ly Some 'silent' letters: kn, gn, wr le, el, al word endings Some correct uses of: Final non-syllabic e suffixing pattern y to i suffixing pattern Consonant doubling suffixing pattern Homophones &amp; near homophones: there/their/they're hear/hear quite/quiet sea/see bare/bear one/won sun/son to/too/two be/bee blue/blew night/knight <b>Common exception words</b> <b>door floor poor because find kind mind behind child wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful father class hour move prove improve sure sugar eye could should would who whole any many clothes busy people water</b></p>	<p>), sub-, super-, anti-, auto- Words ending -sure, -ture Words ending -tion, -sion, -ssion, -cian Mostly correct uses of: Final non-syllabic e suffixing pattern y to i suffixing pattern Consonant doubling suffixing pattern (including in multisyllabic words) <b>Homophones &amp; near homophones</b> accept/except affect/effect ball/bawl berry/bury brake/break fair/fare grate/great groan/grown here/hear heal/heel/he'll knot/not mail/male main/mane meat/meet medal/meddle missed/mist peace/piece plain/plane rain/rein/reign scene/seen weather/whether whose/who's <b>Year 3 and 4 statutory word list</b></p>	<p>), sub-, super-, anti-, auto- Words ending -sure, -ture Words ending -tion, -sion, -ssion, -cian Mostly correct uses of: Final non-syllabic e suffixing pattern y to i suffixing pattern Consonant doubling suffixing pattern (including in multisyllabic words) <b>Homophones &amp; near homophones</b> accept/except affect/effect ball/bawl berry/bury brake/break fair/fare grate/great groan/grown here/hear heal/heel/he'll knot/not mail/male main/mane meat/meet medal/meddle missed/mist peace/piece plain/plane rain/rein/reign scene/seen weather/whether whose/who's <b>Year 3 and 4 statutory word list</b></p>	<p>Word ending -ant, -ance, -ancy, -ent, -ence, -ency Words ending -able, -ably, -ible, -ibly ough letter string Words with /ee/ <b>sound spelled ei after c</b> Words with silent letters Homophones &amp; near homophones <b>advice/advise device/devise licence/license practice/practice prophecy/prophesy farther/father guessed/guest heard/herd led/lead morning/mourning past/passed precede/proceed principal/principle profit/prophet stationary/stationery steal/steel wary/weary who's/whose</b> Year 5 and 6 statutory word list</p>	<p>Word ending -ant, -ance, -ancy, -ent, -ence, -ency Words ending -able, -ably, -ible, -ibly ough letter string Words with /ee/ <b>sound spelled ei after c</b> Words with silent letters Homophones &amp; near homophones <b>advice/advise device/devise licence/license practice/practice prophecy/prophesy farther/father guessed/guest heard/herd led/lead morning/mourning past/passed precede/proceed principal/principle profit/prophet stationary/stationery steal/steel wary/weary who's/whose</b> Year 5 and 6 statutory word list</p>
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