Lewknor C of E Primary School
English Curriculum

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Words					
Regular **plural noun suffixes** – s or es (for example, dog, dogs; wish, wishes)	Use suffixes – ful, ness,	Formation of **nouns** using a range of **prefixes** (for example super-, anti-, auto-)	Plural and possessive - s	Converting **nouns** or **adjectives** into **verbs** using **suffixes** (for example, -ate, -ise, -ify)	Use vocabulary for formal speech / informal speech as appropriate
Suffixes added to **verbs** where no change is needed in the spelling of root words (helping, helped)	Use suffix –ly to make adjectives into adverbs	Use of the **forms** a or an (a rock, an open book)	**Standard English** forms for verb inflections (we were instead of we was, or I did instead of I done)	**Verb prefixes** (for example, dis-, de-, mis-, over-, and re-)	
Sentences					
How words can combine to make **sentences**	**Subordination** (using when, if, that, because) and **co-ordination** (using or, and, but)	Expressing time, place and cause using **conjunctions** (for example, when, before, after, while, so, because)	**Noun phrases** expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g., the strict maths teacher with curly hair) instead of the teacher	Begin **relative clauses** with who, which, where, when, whose, that, or an omitted relative pronoun	Use **passive** voice e.g., the greenhouse was broken (by me)
Joining **words** and joining **clauses** using and	Use expanded **noun phrases** for description and specification (for example, the blue butterfly, plain flour, the man in the moon)	**Adverbs** (for example, then, next, soon, therefore)	**Fronted adverbials** (for example, Later that day, I heard the bad news)	Indicates degrees of possibility using adverbs (perhaps, surely) or **modal verbs** (might, should, will, must)	Know the difference between structures typical of **informal speech** & structures appropriate for **formal speech** and writing (the use of question tags: e.g.: He's your friend, isn't he?
	Show how the grammatical patterns in a sentence indicate its function as a **statement, question, exclamation or command**	**Prepositions** (for example, before, after, during, in, because, of)	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although		Use of subjunctive forms such as if, I were
Text					
Sequence **sentences** to form short narratives	Correct choice and consistent use of **present tense** and **past tense** throughout writing	Introduction to **paragraphs** as a way to group related material	Use paragraphs to organise ideas around a theme	Use devices to build cohesion within a paragraph (for example, then, after that, this, firstly)	Link ideas across paragraphs using a wider range of cohesive devices (e.g., the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*), and **ellipsis**
	Use the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting)	Headings and sub-headings to aid presentation	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Link ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her before)	Layout devices (e.g., headings, sub-headings, columns, bullets, or tables, to structure text)

		Use of the **present perfect form** of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play)		In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	Ensure the consistent and correct use of tense throughout.. Ensure correct subject and verb agreement when using singular & plural.
Punctuation					
Separate **words** with spaces	Use capital letters, full stops, question marks and exclamation marks to demarcate **sentences**	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause; end punctuation within inverted commas. E.g., The conductor shouted, ''*Sit down!*''	Use brackets, dashes or commas to indicate parenthesis	Use the semi-colon, colon and dash to mark the boundary between independent clauses (e.g., *It's raining; I'm fed up*)
(Beginning to) use capital letters, full stops, question marks and exclamation marks to demarcate sentences	Commas to separate items in a list		Apostrophes to mark **plural possession** (for example, the girl's name, the girls' names)	Use commas to clarify meaning or avoid ambiguity	Use of the colon to introduce a list and use of semi-colons within lists.
Use capital letters for names and for the personal **pronoun** I	**Apostrophes** to mark where letters are missing in spelling		Use commas after **fronted adverbials,** e.g., Suddenly, he roared.		Punctuation of bullet points to list information
	Apostrophes to mark singular possession in nouns (e.g., the girl's name)				Hyphens used to avoid ambiguity (e.g., man-eating shark, or recover verses re-cover)
Handwriting					
Begin to form lower-case letters in the correct direction	Form lower-case letters of the correct size relative to one another	Use the diagonal and horizontal strokes that are needed to join	Increase the legibility, consistency and quality of their handwriting	Write legibly, fluently and with increasing speed	
Form capital letters	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined	Increase the legibility, consistency and quality of their handwriting	Ensure that the down strokes of letters are parallel and equidistant		
Form digits 0-9	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch			
	Use spacing between words that reflects the size of the letters				

			Editing		
Re-read what is written to check that it makes sense	Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Proofread for spelling and punctuation errors	Proofread for spelling and punctuation errors	Proofread for spelling and punctuation errors	Proofread for spelling and punctuation errors
	Proofread to check for errors in spelling, grammar and punctuation (e.g., ends of sentences are punctuated correctly)		Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences		Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning