LANGLEY MOOR PRIMARY SCHOOL
ENGLISH – VGP: PROGRESSION OF SKILLS

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
RECEPTION	Content to be introduced: • write simple words (cvc, ccvc, cvcc) containing taught sounds). • 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.	Content to be introduced: • write simple sentences that can be read by others.	Content to be introduced: • write simple sentences that can be read by others.	Content to be introduced: • separation of words with spaces • a capital letter to start a sentence • a full stop at the end of a sentence	Terminology to be introduced: • word • sentence • letter • capital letter • full stop

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YEAR 1	Content to be introduced: • regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) • suffixes that can be added to verbs (e.g. helping, helped, helper) • how the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)	Content to be introduced: • how words can combine to make sentences • how and can join words and join sentences • joining words and joining clauses using and	Content to be introduced: • sequencing sentences to form short narratives	Content to be introduced: • separation of words with spaces • revise the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • capital letters for names of people, places, days of the week and for the personal pronoun I	Terminology to be introduced: • word • sentence • letter • capital letter • full stop • punctuation • singular • plural • question mark • exclamation mark

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YEAR 2	Content to be introduced: • formation of nouns using suffixes such as -ness, -er • compound nouns • formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling appendix) • use of the suffixes -er and -est to form comparisons of adjectives and adverbs • the use of -ly to turn adjectives into adverbs	Content to be introduced: • subordination (using when, if, that, because) and co-ordination (using or, and, or but) • expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) • sentences with different • forms: statement, question, exclamation, command	Content to be introduced: • the consistent use of present tense versus past tense throughout texts • use of the continuous/ progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Content to be introduced: • capital letters, full stops, question marks and exclamation marks to demarcate sentences • commas to separate items in a list • apostrophes to mark contracted forms in spelling • apostrophes to mark singular possessions in nouns	Terminology to be introduced: • verb • tense (past, present) • adjective • noun • noun phrase • adverb • statement • question • exclamation • command • apostrophe • comma • compound • suffix

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YEAR 3	Content to be introduced: • formation of nouns using a range of prefixes, such as super-, anti-, auto- • use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) • word families based on common words	Content to be introduced: • expressing time, place and cause using: • conjunctions (e.g. when, before, after, while, so, because) • adverbs (e.g. then, next, soon, therefore) • or prepositions (e.g. before, after, during, in, because of)	Content to be introduced: • introduction to paragraphs as a way to group related material • headings and sub-headings to aid presentation • use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play contrasted with he went out to play)	Content to be introduced: • introduction to inverted commas to punctuate direct speech	Terminology to be introduced: • word family • conjunction • adverb • preposition • direct speech • inverted commas (or speech marks) • prefix • consonant • vowel • clause • subordinate clause

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YEAR 4	Content to be introduced: • the grammatical difference between plural and possessive –s • standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Content to be introduced: • fronted adverbials • use of commas after fronted adverbials (e.g. Later that day, I heard the bad news) • 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)	Content to be introduced: • use of paragraphs to organise ideas around a theme • appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Content to be introduced: • use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas. The conductor shouted, "Sit down!") • apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names)	Terminology to be introduced: • pronoun • possessive pronoun • adverbial • determiner

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YEAR 5	Content to be introduced: • converting nouns or adjectives into verbs using suffixes (e.g.-ate, -ise, -ify) • verb prefixes (e.g. dis-, de-, mis-, over- and re-)	Content to be introduced: • relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • indicating degrees of possibility using modal verbs (e.g. might, should, will, must) • indicating degrees of possibility using adverbs (e.g. perhaps, surely)	Content to be introduced: • devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) • linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)	Content to be introduced: • brackets, dashes or commas to indicate parenthesis • use of commas to clarify meaning or avoid ambiguity	Terminology to be introduced: • relative clause • modal verb • relative pronoun • parenthesis • bracket • dash • cohesion • ambiguity

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YEAR 6	Content to be introduced: • the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said - reported, alleged, or claimed, find out – discover, ask for – request, go – enter) • how words are related by meaning as synonyms and antonyms (e.g. big, large, little)	Content to be introduced: • use of the passive voice to affect the presentation of information in a sentence [e.g. I broke the window in the greenhouse,' versus 'The window in the greenhouse was broken (by me)]. • the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? or the use of the subjunctive forms such as If I were or were they to come in some very formal writing and speech)	Content to be introduced: • linking ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis • layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Content to be introduced: • use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up) • use of the colon to introduce a list and use of semi-colons within lists • punctuation of bullet points to list information • how hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)	Terminology to be introduced: • active and passive voice • subject and object • hyphen • synonym • antonym • colon • semi-colon • bullet points • ellipsis