



# English: SPAG + Sentence types

Year R-3 Progression grid

	Reception	Year 1	Year 2	Year 3
	Grammar – word			
Substantive Knowledge		<p><b>Suffixes</b></p> <ul style="list-style-type: none"> <li>Know that a suffix is a sequence of letters that we add on the end of a word to change it's meaning or tense.</li> <li>Know that suffixes sometimes change the original word's spelling. When adding a suffix, you might have to double the last letter.e.g. when adding -ed, drop becomes dropped.</li> <li>Know that some suffixes have specific uses. Adding 'ing' can change a noun into a verb, e.g. garden to gardening. While, -ed can put a verb in the past tense, e.g. jump – jumped.</li> <li>Know the suffix <b>-ing</b> is added to a verb to change the word to the present tense.</li> <li>Know the suffix <b>-ed</b> is added to a verb to change the word to a past tense verb.</li> <li>Know the suffix <b>-er</b> is added to a root word to make a comparison.</li> <li>Know the suffix <b>-est</b> is added to a root word to make a comparison.</li> </ul>	<p><b>Suffixes</b></p> <ul style="list-style-type: none"> <li>Know that a suffix is a sequence of letters that we add on the end of a word to change it's meaning or tense.</li> <li>Know that suffixes sometimes change the original word's spelling. When adding a suffix, you might have to double the last letter.e.g. when adding -ed, drop becomes dropped.</li> <li>Know that some suffixes have specific uses. Adding 'ing' can change a noun into a verb, e.g. garden to gardening. While, -ed can put a verb in the past tense, e.g. jump – jumped.</li> <li>Know the suffix <b>-ful</b> is added to an adjective to describe something.</li> <li>Know the suffix <b>-less</b> is added to an adjective to describe something without.</li> <li>Know the suffix <b>-er</b> is added to a root word to make a comparison.</li> <li>Know the suffix <b>-est</b> is added to a root word to make a comparison.</li> <li>Know the suffix <b>-ly</b> is used to turn adjectives into adverbs.</li> <li>Know the suffix <b>-ness</b> is used to form nouns.</li> <li>Know the suffix <b>-er</b> is used to form nouns, i.e. happier.</li> </ul>	<p><b>Suffixes</b></p> <ul style="list-style-type: none"> <li>Know that a suffix is a sequence of letters that we add on the end of a word to change it's meaning or tense.</li> <li>Know that suffixes sometimes change the original word's spelling. When adding a suffix, you might have to double the last letter.e.g. when adding -ed, drop becomes dropped.</li> <li>Know that some suffixes have specific uses. Adding 'ing' can change a noun into a verb, e.g. garden to gardening. While, -ed can put a verb in the past tense, e.g. jump – jumped.</li> <li>Know the suffix <b>-ation</b> makes something a noun.</li> <li>Know the suffix <b>-ous</b> means full of.</li> </ul>
Disciplinary knowledge Skills		<ul style="list-style-type: none"> <li>Able to add suffixes to verbs where no change is needed to the root.</li> </ul>	<ul style="list-style-type: none"> <li>Able to add suffixes -ful, -less, -er, -est, -ly, -ness and -er to root words.</li> </ul>	<ul style="list-style-type: none"> <li>Able to add suffixes -ful, -less, -er, -est, -ly, -ness and -er to root words.</li> </ul>

		<ul style="list-style-type: none"> <li>Apply the suffixes –ing, –ed, –er and –est to the correct words.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Able to add the prefixes -dis and -un to words.</li> <li>Able to add suffixes -ation, -ous to root words correctly.</li> </ul>
<b>Vocab</b>		suffix, word, present tense, past tense, root word	suffix, root word, past tense, present tense.	suffix, root word, past tense, present tense.
<b>Substantive Knowledge</b>		<b>Prefixes</b> Know that when the prefix -un is added, the meaning of verbs and adjectives are changed.	<b>Prefixes</b> Know that when the prefix -un and -dis are added to a word, the meaning of verbs and adjectives are changed.	<b>Prefixes</b> Know that a prefix is an affix which is placed before them stem of a word. Adding it to the beginning of one word changes it into another word.
<b>Disciplinary knowledge Skills</b>		<ul style="list-style-type: none"> <li>Apply the prefix -un to verbs and adjectives to change the meaning of words.</li> </ul>	<ul style="list-style-type: none"> <li>Able to add the prefixes -dis and -un to words.</li> </ul>	<ul style="list-style-type: none"> <li>Able to add prefixes to words.</li> </ul>
<b>Substantive Knowledge</b>		<b>Plurals</b> Know that a plural is when there is more than one. Know the suffixes -s and -es are added to nouns.	<b>Plurals</b> Know that a plural is when there is more than one. Know the suffixes -s and -es are added to nouns.	<b>Plurals</b> Know that a plural is when there is more than one. Know the suffixes -s and -es are added to nouns.
<b>Disciplinary knowledge Skills</b>		<ul style="list-style-type: none"> <li>Able to add -s or -es to words, but not consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Able to add -s and -es to the correct noun to show more than one.</li> </ul>	<ul style="list-style-type: none"> <li>Able to add -s and -es to the correct noun to show more than one.</li> <li></li> </ul>
<b>Substantive Knowledge</b>			<b>Compound words</b> Know that a compound word is where two words are put together to make a new word [for example, <i>whiteboard</i> , <i>superman</i> ].	<b>Compound words</b> Know that a compound word is where two words are put together to make a new word [for example, <i>whiteboard</i> , <i>superman</i> ].
<b>Disciplinary knowledge Skills</b>			<ul style="list-style-type: none"> <li>Able to identify and write compound words.</li> </ul>	<ul style="list-style-type: none"> <li>Able to identify and write compound words.</li> </ul>

			compound word	compound word
			<b>Homophones</b> <ul style="list-style-type: none"> <li>To know how to distinguish between pairs of homophones and near-homophones.</li> <li>Know that a homophone is each of two or more words having the same pronunciation but different meanings, origins, or spelling, for example new and knew.</li> <li>Know that a near homophone is a word which is pronounced almost the same as another word but has a different spelling and meaning.</li> <li>To know homophones: bare/ bear, be/ bee, blue/ blew, here/ hear, knight/ night, one/ won, see/ sea, sun/ son, there/ their</li> </ul>	<b>Homophones</b> <ul style="list-style-type: none"> <li>To know how to distinguish between pairs of homophones and near-homophones.</li> <li>Know that a homophone is each of two or more words having the same pronunciation but different meanings, origins, or spelling, for example new and knew.</li> <li>Know that a near homophone is a word which is pronounced almost the same as another word but has a different spelling and meaning.</li> <li>To know homophones: ball/bawl, berry/ bury, brake/ break, fair/ fare, grate/ great, groan/ grown, here/ hear, heel/ heal/ he'll, knot, not, mail/ male, main/ mane, meet/ meat, medal/ meddle, missed/ mist, peace/ piece, plane/ plain, rain/ reign, scene/ seen, whether/ weather</li> </ul>
<b>Grammar -Sentence cohesion: Detail</b>				
<b>Substantive Knowledge</b>		<b>Nouns</b> Know that a <b>noun</b> is an object or a thing, e.g. dog, coat..	<b>Expanded noun phrases</b> Know that an <b>expanded noun phrase</b> is used for description [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ]; it gives more detail.	<b>Expanded noun phrases</b> Know that a simple expanded noun phrase includes a noun and words to describe it. .e.g. The purple coat, some crimson, glowing sparks.
<b>Disciplinary knowledge Skills</b>		<ul style="list-style-type: none"> <li>Able to identify nouns and include these in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Able to write expanded noun phrases for description and specification.</li> <li>Able to write sentences using adjectives and nouns.</li> </ul>	
<b>Vocab</b>		noun,	noun, expanded noun phrase, adjective	

<b>Substantive Knowledge</b>		<b>Adjectives</b> Know that an <b>adjective</b> is a describing word.	<b>Adjectives</b> Know that an adjective is a word that describes a noun- it gives us extra information about it, e.g. fluffy, grumpy, purple.	<b>Adjectives</b> Know that an adjective is a word that describes a noun- it gives us extra information about it, e.g. fluffy, grumpy, purple.
<b>Disciplinary knowledge Skills</b>		<ul style="list-style-type: none"> <li>Able to identify adjectives and use these to describe when writing.</li> </ul>	<ul style="list-style-type: none"> <li>Able to identify adjectives and use these to describe when writing.</li> </ul>	<ul style="list-style-type: none"> <li>Able to identify adjectives and use these to describe when writing.</li> <li>Able to use adjectives to give extra information.</li> </ul>
		adjective, describing word	adjective	adjective, noun
<b>Substantive Knowledge</b>			<b>Adverbs</b> Know that an adverb is a word that tells us more about a verb. Know that adverbs show us how something happens. Know that lots of adverbs use the suffix 'ly', such as happily, quietly...	<b>Adverbs</b> Know that an adverb modifies a verb, an adjective, another adverb, or a clause. Know that an adverb tend to show us how, where, or why something happens. Know that lots of adverbs use the suffix 'ly', such as happily, quietly...
<b>Disciplinary knowledge Skills</b>			<ul style="list-style-type: none"> <li>Uses adverbs to describe a verb.</li> </ul>	<ul style="list-style-type: none"> <li>Uses adverbs to describe a verb.</li> </ul>
			adverb	adverb
<b>Substantive Knowledge</b>	<b>Conjunctions</b> Know that 'and' can be used to join simple sentences.	<b>Conjunctions</b> Know that conjunctions connect sentences together. Know that conjunctions and, but and because can be used to join sentences.	<b>Conjunctions</b> Know that conjunctions connect sentences together. Know that they come in two forms: co-ordinating conjunctions and subordinate conjunctions. Know that co-ordinating conjunctions are words such as 'and', 'but'. Know that subordinate conjunctions are words such as 'then, that, if, but'.	<b>Conjunctions of time</b> Know that conjunctions are a type of connective. Know that they come in two forms: co-ordinating conjunctions and subordinate conjunctions. Know that co-ordinating conjunctions join two equal parts of a text Know that subordinate conjunctions join a subordinate clause to a main clause. Know that example of co-ordinating conjunctions are for, and, nor, but, or, yet.

				Know that subordinating conjunctions examples are when, after, before, while, whenever, until, so that, if, because...
<b>Disciplinary knowledge Skills</b>	<ul style="list-style-type: none"> <li>Begin to join words and clauses using <i>and</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Join words and clauses using <i>and</i>, <i>but</i> and <i>because</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions to join sentences.</li> <li>Use 'when, if, that and because' as subordinating conjunctions.</li> <li>Use 'or, and, but' co-ordinating conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions to join sentences.</li> <li>Use 'when, if, that and because, while whenever...' as subordinating conjunctions.</li> <li>Use 'or, and, but, nor, or' co-ordinating conjunctions.</li> </ul>
	and	and, conjunction	and, conjunction, co-ordinating, subordinating.	and, conjunction, co-ordinating, subordinating.
<b>Substantive Knowledge</b>		<b>Verbs</b> Know that a verb is an action/ a doing word, e.g. run, jump, hop, skip.	<b>Verbs</b> Know that a verb is an action/ a doing word, e.g. run, jump, hop, skip.	<b>Powerful Verbs</b> Know that powerful verbs are very descriptive, interesting and exciting verbs, e.g. mutter, dance, smash, whisper...
<b>Disciplinary knowledge Skills</b>		<ul style="list-style-type: none"> <li>Uses a range of verbs in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of past and present tense verbs in writing.</li> <li>Adds -ing to present tense verbs.</li> <li>Adds -ed to past tense verbs.</li> <li>Knows when to add a double consonant.</li> </ul>	<ul style="list-style-type: none"> <li>Use verbs to describe.</li> <li>Uses a range of past and present tense verbs in writing.</li> <li>Adds -ing to present tense verbs.</li> <li>Adds -ed to past tense verbs.</li> <li>Knows when to add a double consonant.</li> </ul>
		verbs	verbs, present, past tense, suffix	verbs, present, past tense, suffix.
<b>Grammar - sentence cohesion: Varying sentence types</b>				
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Know that a sentence needs finger spaces between words.</li> <li>Know that a sentence needs to start with a capital letter.</li> <li>Know that a sentence should end with a full stop.</li> </ul>	<ul style="list-style-type: none"> <li>Know that you combine words to make sentences.</li> <li>Know that you leave spaces between words.</li> <li>Know that you sequence sentences to form short narratives.</li> </ul> <p><b>Sentence types</b></p>	<ul style="list-style-type: none"> <li>Know that you combine words to make sentences.</li> <li>Know that you leave spaces between words.</li> <li>Know that you sequence sentences to form short narratives.</li> </ul> <p><b>Sentence types</b></p> <ul style="list-style-type: none"> <li>Know that you can write sentences with different forms:</li> </ul>	<p>Sentence types</p> <ul style="list-style-type: none"> <li>Sentences include subordinate clauses (e.g. we must get up when the alarm sounds. The ball that I found seemed to glow magically). Start a new paragraph when there is a change of time, place or person. Use a mix of pronouns and nouns to avoid repetition, e.g. she, the young girl, Eliza.</li> </ul>

		<ul style="list-style-type: none"> <li>Know that you can write sentences with different forms:</li> <li>Know that a normal sentence giving information is punctuated with a full stop.</li> <li>Know that a question sentence is a sentence that requires an answer. It is punctuated with a question mark.</li> <li>Know that an exclamation sentence is a sentence that expresses great emotion. It is punctuated with an exclamation mark.</li> </ul>	<ul style="list-style-type: none"> <li>Know that a <b>statement</b> tells the reader a fact or an idea. It is punctuated with a full stop.</li> <li>Know that a <b>question sentence</b> is a sentence that requires an answer. It is punctuated with a question mark.</li> <li>Know that an <b>exclamation sentence</b> is a sentence that expresses great emotion. It is punctuated with an exclamation mark.</li> <li>Know that a <b>command sentence</b> gives an instruction. It is punctuated with a full stop or an exclamation mark.</li> </ul>	
<b>Disciplinary knowledge Skills</b>	Able to write sentences with a full stop and a capital letter.	<ul style="list-style-type: none"> <li>Able to write coherent sentences.</li> <li>Able to leave spaces between words to form sentences.</li> <li>Sequence sentences to form short narratives.</li> <li>Able to use the conjunction 'and' to join sentences.</li> <li>Able to write different sentence types, using the correct punctuation (?.!)</li> </ul>	<ul style="list-style-type: none"> <li>Able to use subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</li> <li>Able to write sentences with different forms: Statement, question, exclamation or command.</li> </ul>	<ul style="list-style-type: none"> <li>Able to use subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</li> <li>Able to write sentences with different forms: Statement, question, exclamation or command.</li> </ul>
<b>Vocab</b>	full stop, capital letter, finger spacing.	conjunction, finger spacing, sentences, full stop, question mark, exclamation mark, punctuation	conjunction, subordinating, co-ordinating, finger spacing, sentences, full stop, question mark, exclamation mark, punctuation, statement	conjunction, subordinating, co-ordinating, finger spacing, sentences, full stop, question mark, exclamation mark, punctuation, statement, paragraph
<b>Grammar: Tenses</b>				
<b>Substantive Knowledge</b>		<p><b>Present tense</b> Know that we write <b>present</b> tense sentences using the suffix -ing.</p> <p><b>Past tense</b> Know that we write <b>past</b> tense sentences using suffixes using -ed.</p>	<p><b>Present tense</b> Know that we write <b>present</b> tense sentences using the suffix -ing. Know that we use words such as 'am, are, is' when writing present tense sentences.</p> <p><b>Past tense</b></p>	<p><b>Present tense</b> Know that we write <b>present</b> tense sentences using the suffix -ing. Know that we use words such as 'am, are, is' when writing present tense sentences.</p> <p><b>Past tense</b></p>

			<p>Know that we write <b>past</b> tense sentences using suffixes using -ed.</p> <p>Know that we use words such as 'was, had, were' when writing past tense sentences.</p>	<p>Know that we write <b>past</b> tense sentences using suffixes using -ed.</p> <p>Know that we use words such as 'was, had, were' when writing past tense sentences.</p> <p><b>Future tense</b> Know that future tense will happen in the future, e.g. the dog will run.</p> <p><b>Present progressive</b> Know 'am' or 'is' is used to show that something is happening at the moment.</p>
<b>Disciplinary knowledge Skills</b>		<ul style="list-style-type: none"> <li>Use present and past tenses correctly and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Use present and past tenses correctly and consistently.</li> <li>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>].</li> </ul>	<ul style="list-style-type: none"> <li>Use present and past tenses correctly and consistently.</li> <li>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>].</li> <li>Use future tense correctly to talk about something that is going to happen.</li> <li>Use present progressive, using the words 'am' or 'is'.</li> </ul>
<b>Vocab</b>		present tense, past tense, verb, tense	present tense, past tense, verb, tense	tense, past, present, future, verb, progressive
<b>Grammar: Punctuation</b>				
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Know that a sentence needs a full stop and a capital letter.</li> </ul>	<p><b>Capital letters</b></p> <ul style="list-style-type: none"> <li>Know that a capital letter is used for names of people, places, the days of the week, and the personal pronoun 'I'.</li> <li>Know that we punctuate sentences using a capital letter.</li> </ul>	<p><b>Capital letters</b></p> <ul style="list-style-type: none"> <li>Know that a capital letter is used for names of people, places, the days of the week, and the personal pronoun 'I'.</li> <li>Know that we punctuate sentences using a <b>capital letter</b>.</li> </ul>	<p><b>Capital letters</b></p> <ul style="list-style-type: none"> <li>Know that a capital letter is used for names of people, places, the days of the week, and the personal pronoun 'I'.</li> <li>Know that we punctuate sentences using a <b>capital letter</b>.</li> </ul>
<b>Disciplinary knowledge Skills</b>	<ul style="list-style-type: none"> <li>Able to punctuate a sentence with a capital letter and a full stop.</li> </ul>	<ul style="list-style-type: none"> <li>Able to use a capital letter for names of people, places, the days</li> </ul>	<ul style="list-style-type: none"> <li>Able to use capital letters, full stops, question marks and</li> </ul>	<ul style="list-style-type: none"> <li>Able to use capital letters, full stops, question marks and</li> </ul>



		<p>of the week, and the personal pronoun 'I'</p> <ul style="list-style-type: none"> <li>• Able to punctuate question sentences with a capital letter.</li> <li>• Able to punctuate a statement with a full stop.</li> <li>• Able to punctuate an exclamation sentence with an exclamation mark.</li> <li>• Able to use the words "What, Where, When, why" when writing question sentences.</li> </ul>	<p>exclamation marks to demarcate sentences.</p> <ul style="list-style-type: none"> <li>• Able to use the words "What, Where, When, why, how, do, if" when writing question sentences.</li> <li>• Use commas to separate items in a list</li> <li>• Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</li> </ul>	<p>exclamation marks to demarcate sentences.</p> <ul style="list-style-type: none"> <li>• Able to use the words "What, Where, When, why, how, do, if" when writing question sentences.</li> <li>• Use commas to separate items in a list</li> <li>• Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</li> </ul>
<b>Vocab</b>	full stop, capital letter	capital letter, pronoun, full stop, question mark, exclamation mark.	capital letter, question mark, exclamation mark, command, full stop, statement, comma, apostrophe, possession, contraction, contracted form.	capital letter, question mark, exclamation mark, command, full stop, statement, comma, apostrophe, possession, contraction, contracted form.
<b>Substantive Knowledge</b>		<p><b>Question marks</b></p> <p>Know that we punctuate question sentences with a question mark.</p> <p>Know that 'What, Where, When, why' question words.</p>	<p><b>Question marks</b></p> <p>Know that we punctuate question sentences with a <b>question marks</b>.</p> <p>Know that 'What, Where, When, why, how, do, if' are question words.</p>	<p><b>Question marks</b></p> <p>Know that we punctuate question sentences with a <b>question marks</b>.</p> <p>Know that 'What, Where, When, why, how, do, if' are question words.</p>
<b>Disciplinary knowledge Skills</b>		<ul style="list-style-type: none"> <li>• Uses question marks to punctuate question sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses question marks to punctuate question sentences.</li> <li>• Uses 'what, ere, When, why, how, do, if' when starting question sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses question marks to punctuate question sentences.</li> <li>• Uses 'what, ere, When, why, how, do, if' when starting question sentences.</li> </ul>
		question mark	question mark	
<b>Substantive Knowledge</b>		<p><b>Exclamation marks</b></p> <p>Know that we punctuate exclamation sentences using an exclamation mark.</p>	<p><b>Exclamation marks</b></p> <p>Know that we punctuate exclamation sentences using an <b>exclamation mark</b>.</p> <p>Know that we punctuate command sentences with an <b>exclamation mark</b> or full stop.</p> <p>Know that an exclamation sentence begins with 'what' or 'how'.</p>	<p><b>Exclamation marks</b></p> <p>Know that an exclamation mark is used at the end of an exclamation sentences, or to show that something logud, scary exciting... has happened.</p>

			Know that exclamation sentences include a noun phrase, a pronoun and a verb.	
<b>Disciplinary knowledge Skills</b>		<ul style="list-style-type: none"> <li>Use exclamation marks to punctuate sentences to show expression.</li> </ul>	<ul style="list-style-type: none"> <li>Use exclamation marks to punctuate command sentences.</li> <li>Use exclamation marks to punctuate command sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Use exclamation marks at the end of sentences when something is loud, scary and exciting.</li> </ul>
		exclamation marks	exclamation marks, command, exclamation sentences.	exclamation marks, command, exclamation sentences.
<b>Substantive Knowledge</b>	<b>Full stops</b> Know that we punctuate sentences with a full stop.	<b>Full stops</b> Know that we punctuate sentences with a full stop.	<b>Full stops</b> Know that we punctuate command sentences with an exclamation mark or full stop Know that we punctuate statements with a <b>full stop</b> .	<b>Full stops</b> Know that we punctuate command sentences with an exclamation mark or full stop Know that we punctuate statements with a <b>full stop</b> .
<b>Disciplinary knowledge Skills</b>	<ul style="list-style-type: none"> <li>Full stops are used at the end of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Full stops are used at the end of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Full stops are used at the end of command sentences (sometimes).</li> <li>Full stops are used at the end of statement sentences.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Full stops are used at the end of command sentences (sometimes).</li> <li>Full stops are used at the end of statement sentences.</li> <li></li> </ul>
			full stop, statement, command.	full stop, statement, command.
<b>Substantive Knowledge</b>			<b>Commas</b> Know that a <b>comma</b> is a punctuation mark that sits on the line. Know that we use commas to separate items in a list.	<b>Commas</b> Know that a <b>comma</b> is a punctuation mark that sits on the line. Know that we use commas to separate items in a list.
<b>Disciplinary knowledge Skills</b>			<ul style="list-style-type: none"> <li>Use commas in a list to separate items.</li> </ul>	<ul style="list-style-type: none"> <li>Use commas in a list to separate items.</li> </ul>
			commas	commas
			<b>Inverted commas</b>	<b>Inverted commas</b>

			Know that <b>inverted commas</b> are used to show direct speech.	Know that <b>inverted commas</b> are used to show direct speech.
			<ul style="list-style-type: none"> <li>Uses inverted commas when including speech.</li> </ul>	<ul style="list-style-type: none"> <li>Uses inverted commas when including speech.</li> </ul>
			inverted commas	inverted commas
<b>Substantive Knowledge</b>			<p><b>Apostrophes</b></p> <p>Know that an <b>apostrophe</b> is a punctuation mark.</p> <p>Know that we use apostrophes to mark where letters are missing in spelling. We call this a contracted form or a contraction.</p> <p>Know that we use apostrophes to mark singular possession in nouns [for example, <i>the girl's name</i>].</p>	<p><b>Apostrophes</b></p> <p>Know that an apostrophe is used for a missing letter/s, e.g. did not, becomes didn't.</p> <p>Know that an apostrophe is used to show possession, e.g. Esther's coat.</p>
<b>Disciplinary knowledge Skills</b>			<ul style="list-style-type: none"> <li>Able to use apostrophes for possession.</li> <li>Able to use apostrophes to show contracted form.</li> </ul>	<ul style="list-style-type: none"> <li>Able to use apostrophes for possession.</li> <li>Able to use apostrophes to show contracted form.</li> </ul>
	<b>Writing composition</b>			
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Know that you have to say a sentence out loud what is going to be written about.</li> <li>Know that a sentence needs to make sense.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to compose a sentence orally, ensuring it makes sense.</li> <li>Know how to sequence sentences so they make sense.</li> <li>Know that they need to read work back to ensure it makes sense.</li> <li>Know that they need to be able to read their work back to show understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Knows that real event is something that has happened; it is not made up.</li> <li>Know that poetry is a form of creative writing that tries to convey emotion and expression to the reader.</li> <li>Know that we write for different purposes: diary, letter, facts...</li> <li>Know how to edit work to make it better.</li> <li>Know how to read work back to check spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Knows that real event is something that has happened; it is not made up.</li> <li>Know that poetry is a form of creative writing that tries to convey emotion and expression to the reader.</li> <li>Know that we write for different purposes: diary, letter, facts...</li> <li>Know how to edit work to make it better.</li> <li>Know how to read work back to check spelling.</li> </ul>
<b>Disciplinary knowledge Skills</b>	<ul style="list-style-type: none"> <li>Able to say a sentence out loud so they know what to write.</li> </ul>	<ul style="list-style-type: none"> <li>Able to write sentences:</li> <li>Able to say out loud what is going to be written about</li> </ul>	Develop positive attitudes towards and stamina for writing:	Develop positive attitudes towards and stamina for writing:

	<ul style="list-style-type: none"> <li>• Able to orally compose a sentence before writing.</li> <li>• Able to sequence and write recognisable letters to make words.</li> <li>• Able to write simple phrases and sentences that can be read by others.</li> <li>• Able to write three simple sentences</li> <li>• Re-read what they have written to check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to compose a sentence orally before writing it.</li> <li>• Able to sequence sentences to form short narratives.</li> <li>• Able to re-read and check sense</li> <li>• Able to discuss what has been written with the teacher or other pupils</li> <li>• Able to read writing aloud clearly enough to be heard by peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real and fictional)</li> <li>• Write about real events</li> <li>• Write poetry</li> <li>• Write for different purposes</li> </ul> <p>Planning</p> <ul style="list-style-type: none"> <li>• Plans or says aloud what they are going to write.</li> <li>• Writes down key words including new vocab.</li> </ul> <p>Drafting</p> <ul style="list-style-type: none"> <li>• Encapsulate what is to be written, sentence by sentence</li> </ul> <p>Evaluating and editing</p> <ul style="list-style-type: none"> <li>• Make simple additions, revisions and corrections:</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check sense</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> <li>• Read aloud with intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real and fictional)</li> <li>• Write about real events</li> <li>• Write poetry</li> <li>• Write for different purposes</li> </ul> <p>Planning</p> <ul style="list-style-type: none"> <li>• Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures).</li> <li>• Organise paragraphs around them.</li> <li>• Create settings, characters and plots.</li> </ul> <p>Editing and editing</p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and other's writing suggesting improvements.</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns.</li> <li>• Proof-read for spelling and punctuation errors using the whole school proofreading checklist.</li> <li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation, and controlling the tone and volume so that the meaning is clear.</li> </ul>
<b>Vocab</b>	sentence, orally, phrase	sentence, read back, make sense.	errors, proof-read, correct, letter, diary, facts, real event.	