

Key stage 2 progression for the teaching of English

Each year group must focus on the objectives that they have been given so that the children are confident with the terms and appropriate usage as they progress to the next year. Within sections that include both revision and new objectives, new objectives are shown in **BOLD**.

	Year 3	Year 4	Year 5	Year 6
Punctuation	- Revise full stops and capital letters for beginning of sentences and proper nouns ? !	- Revise full stops and capital letters for beginning of sentences and proper nouns ? !	- Embed full stops and capital letters for beginning of sentences and proper nouns ? !	Embed/ remind children of all of the year 3/ 4 /5 teaching
	- Revise the comma- instead of using and in a list and introduce when using two or more adjectives before the noun. - Revise the " inverted comma/speech marks" for direct speech Introduce synonyms for said - Remind about apostrophe for contraction Introduce apostrophe for singular possession – some may remember this from year 2	- Remind children about year 3 usage of the comma and introduce comma after fronted adverbial. Introduce using a comma to distinguish the main and the subordinate clause - Embed the " inverted comma/speech marks" for direct speech Introduce punctuation for speech - Embed synonyms for said - Embed apostrophe for contraction Embed apostrophe for singular possession Introduce ellipsis- To end an incomplete sentence	- Remind them about year 3 usage of the comma and remind them of year 4 learning - comma after fronted adverbial - Embed using a comma to distinguish the main and the subordinate clause Introduce the use of a comma for a relative or embedded clause (also a subordinate clause) - Embed the " inverted comma/speech marks"- Embed punctuation for speech - Introduce new speaker, new line - Embed synonyms for said Introduce reported speech - Embed apostrophe for contraction - Introduce plural possession - Embed ellipsis- To end an incomplete sentence	Introduce colon for a list and for emphasis Introduce semi colon to create an effect, to replace a fanboys conjunction Introduce the dash Introduce the hyphen Introduce brackets for parenthesis
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Grammar and Sentence structure	• Introduce/ co-ordinating conjunctions- Fanboys (for, and, nor, but, or, yet, so) (children should be aware of boys from class 2) • Introduce some subordinating conjunctions- such as when, if, that because, although • Begin to form sentences using a range of conjunctions - Compound Sentences • Children will be using complex sentences, encourage them to do this but no direct teaching of complex sentences • Revise verbs and nouns • Revise Noun phrases to describe, specify people, places and things • Revise imperative (bossy) verbs • Revise prepositions • Introduce pronouns to aid cohesion	• Embed /revise all of year 3 work- ensure children stay familiar with the terminology	• Embed /revise all of year 3 and 4 work- ensure children stay familiar with the terminology	• Embed /revise all of year 3/ 4 /5 work- ensure children stay familiar with the terminology
		• Extend range of subordinating conjunctions • Introduce complex sentences identify the main clause and the subordinate clause • Fronted adverbials • Introduce prepositional phrase • Embed use of pronouns to aid cohesion and avoid repetition • Expanded noun phrases	• Extend range of subordinating conjunctions • Embed main clause and subordinate clause • Extend range of complex sentences • Introduce embedded/ relative clause (can be another name for a subordinate clause) • Embed expanded noun phrases and use precisely to aid detail across a piece of writing • Introduce determiners and articles, both plural and singular • Introduce modal verbs	• Move clauses around in a sentence • Embed and use grammar in writing • Passive voice • Active voice • Subjunctive • Continuous form • Progressive form • Perfect form • Embed expanded noun phrases and use to convey complicated information precisely
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Adverbs	- Revise adverbs of How (e.g. Slowly, happily, dangerously, carefully) Adverbs of Where (e.g. Here, there, away, outside) These can also be prepositions Adverbs of When (e.g. Now, yesterday, later, soon)	- Recap on previous years adverb types Adverbs of How much (e.g. Totally, almost, quite) Adverbs of How long (e.g. Temporarily, fleetingly, momentarily) Adverbs of How often (e.g. Often, never, frequently)	- Recap on previous years adverb types Adverbs of Viewpoint (e.g. Obviously, fortunately, incredibly, personally) Adverbs of Connections (e.g. However, furthermore, finally)	Recap on previous years adverb types
Power of 3	Introduce as an effective tool to add impact Such as- The house was old, shabby and deserted.	Introduce as an effective tool to add impact Such as- ... hours later, miles away and always alone.	Introduce as an effective tool to add impact Such as- As if he had never been there.. as if he had never existed... as if things had always been this way.	Introduce as an effective tool to add impact Such as- Fashioned from dark wood and burnished metal, covered with detailed engravings, it's lid was locked tight.
Exciting sentence types	Introduce- - Fanboys sentences 2A sentences - Verb, person sentence - List sentence - Many questions	Revise the year 3 sentence types	Revise the year 3/4 sentence types	Revise the year 3/4/5 sentence types
		Introduce- - Emotion word, comma - Double ly ending - The more, the more - Ing_Ed sentences	Introduce- 3 ed sentences 2 pairs - If,if,if - Noun, which, who ,where sentences - All the W's - Personification of weather sentences - Imagine 3 examples	Introduce- - De:de - O(I) sentences - Ad, same ad 3 bad- (dash) question - Some; others - Short sentences - Irony sentences
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Figurative language	• <u>Similes</u> - a direct comparison, showing similarities between two different things. Use 'like' or 'as' Such as- The fox had eyes that shined like dark nuggets of coal • <u>Alliteration</u> is the repetition of the same sound or letter at the beginning of each or most of the words in a sentence. The easiest way to use alliteration would be to repeat the starting letter of the words. Such as -Zany zebras zigzagged through the zoo.	Make sure the children are encouraged to use similes and alliteration in their writing Such as - It was as ancient as the pyramids • <u>Personification</u> - Giving a thing or an animal a human attribute Such as - The box's skin was tattooed with markings and its mouth was a dark hollow.	Revise the year 3/4 figurative language and use in their writing • <u>Metaphors</u>- an implicit, implied or hidden comparison between two things- based on common characteristics Such as - The city dump was a magical museum. • <u>Hyperbole</u>- A figure of speech, which involves an exaggeration of ideas for emphasis Such as- I was so terrified I thought I'd never sleep again.	Revise the year 3/4 figurative language and use in their writing • <u>Onomatopoeia</u>- a word that creates a sound effect that mimics the thing being described. Such as - The boy could feel his heart <u>thumping</u> as with each <u>click</u> of the disc, a new image <u>whirred</u> into life. • <u>Oxymoron</u>- A figure of speech in which two opposite ideas are joined to create an effect. Such as - Inside the viewer, Tristan was reduced to a <u>living death</u>
Paragraphs	• <u>Introduce</u>- Paragraphs are used to break up a text when there is a change of: • Time • Place • Use Alan peat Kinaesthetic associative strategies (p63) to help pupils understand these 2 rules of paragraphing.	• Embed- Paragraphs are used to break up a text when there is a change of: • Time • Place • Continue to use Alan peat Kinaesthetic associative strategies (p63) to help pupils understand these 2 rules of paragraphing.	• Embed year 4 learning • <u>Introduce</u> - Paragraphs are used to break up a text when there is a change of: • Speaker, in a passage of dialogue • Theme, focus, feeling or ideas • Continue to use Alan peat Kinaesthetic associative strategies (p63) to help pupils understand the 4 rules of	• <u>Embed all rules for paragraphing</u> • Remind children about Alan peat Kinaesthetic associative strategies (p63) to help pupils understand the 4 rules of paragraphing.

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	A new paragraph is shown with a space (missed out line)	A new paragraph is shown with a space (missed out line)	paragraphing. A new paragraph is shown with a space (missed out line)	A new paragraph is shown with a space (missed out line)
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