



Skills Progression: Grammar	Nursery	Reception	Year 1	Year 2
Word Structure	<p><u>22-36 months</u></p> <ul style="list-style-type: none"> -Distinguishes between the different marks they make <p><u>30-50 months</u></p> <ul style="list-style-type: none"> - Sometimes gives meanings to marks as they draw and paint - Ascribes meaning to marks that they see in different places 	<p><u>40-60 months</u></p> <ul style="list-style-type: none"> - Gives meaning to marks they make as they draw, write and paint. - Begins to break the flow of speech into words. - Continues a rhyming string. - Hears and says the initial sound in words. - Can segment the sounds in simple words and blend them together. - Links sounds to letters, naming and sounding the letters of the alphabet. - Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. - Writes own name and other things such as labels, captions. <p>ELG</p> <ul style="list-style-type: none"> - Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. 	<ul style="list-style-type: none"> - Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)</p>	<p>Formation of nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman)</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs-</p>

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Sentence Structure		<p><u>40-60 months</u></p> <p>- Attempts to write short sentences in meaningful contexts.</p> <p><u>ELG</u></p> <p>- They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using and</p>	<p>Subordination (using when, if, that, because) and</p> <p>co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>

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Text Structure			Sequencing sentences to form short narratives	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>
Punctuation		- Introduce finger spaces, capital letters and full stops (no coverage in development matters but introduced)	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling.</p> <p>Apostrophes to mark singular possession in nouns (for example, the girl's name)</p>

Terminology	Nursery	Reception	Year 1	Year 2
	Marks, Letters, words (introduction to phonics)	Finger spaces, full stops, capital letters, labels, alphabet	singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

All previous year's knowledge must be continually revised in addition to new learning taking place.