



Key: National Curriculum statements Non-statutory National Curriculum guidance **Teacher Assessment Frameworks (TAFs)** Additional statements from HfL Exemplification links

* Refers to TAF statements that appear in more than one strand of learning

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word level skills	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 NF1-1	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)		The grammatical difference between plural and possessive –s	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	
	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Use of the suffixes –er, –est in comparative adjectives and the use of –ly in Standard English to turn adjectives into adverbs.				
	How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]		Formation of nouns using a range of prefixes [for example super–, anti–, auto–]		Verb prefixes [for example, dis–, de–, mis–, over– and re–]	
			Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]			How words are related by meaning as synonyms and antonyms [for example, big, large, little]. The pupil can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs. * N6-2/N6-3/NF6-3
			Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]			

Sentence level skills	Punctuation	Leaves spaces between words. N1-2/NF1-1/NF1-2 <i>Pupils should be taught to recognise sentence boundaries in spoken sentences</i>				Uses full range of punctuation accurately to demarcate sentences; within sentences uses commas to mark grammatical boundaries (with occasional lapses of accuracy), apostrophes and ellipses for omission or to suggest a shift in time, place, mood or subject N6-4
		Begins to punctuate sentences using a capital letter and a full stop, question mark or exclamation marks. N1-2/NF1-2	Uses capital letters, full stops, question marks and exclamation marks to demarcate single and multi-clause sentences NF2-3			The pupil can use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) <i>Refer to Appendix 2 to see the full range.</i> N6-1/N6-3/N6-4/NF6-2
		Punctuates most single clause sentences with a capital letter and a full stop.	The pupil can demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required. NF2-3			

Sentence level skills	Punctuation	Uses a capital letter for names and for the personal pronoun I and uses a capital letter for names of places and the days of the week. N1-1					
			Uses commas to separate items in a list N2-2/NF2-1	Shows some developing evidence of commas to mark grammatical boundaries within sentences N3-4/NF3-3	Uses commas after fronted adverbials N4-1/N4-2/NF4-3	Uses commas to clarify meaning or avoid ambiguity	
			Uses apostrophes to mark where letters are missing in spelling (<i>contractions: don't, can't, there's, let's</i>) and to mark singular possession in nouns [for example, the girl's name]		Places the possessive apostrophe accurately in words with regular plurals [for the example, girls' names, the boys' dormitory]		
				Begins to use to inverted commas to punctuate direct speech N3-2	Uses inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] NF4-2		
					Uses a new line for a new speaker when writing direct speech		
						Uses brackets, dashes or commas to indicate parenthesis e.g <i>additional information, asides</i> (See guide to parenthesis on extranet) NF6-2	
							Uses hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] NF6-1
							Uses a semi-colon, colon or dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] N6-4 Uses the colon for wider purposes e.g. to lead the reader to an explanation or a concluding remark/revelation Use of the colon to introduce a list and use of semi-colons within lists
					Punctuation of bullet points to list information		

Sentence level skills	Sentence structure		Begins to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition N3-1/N3-4	Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition NF4-1	Uses pronouns to avoid repetition where appropriate.	Uses pronouns to avoid repetition where appropriate but uses repetition of the noun to aid clarity in complex texts. The pupil can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. * N6-3/NF6-3	
		Understands how to use expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] <i>Pupils may need some guidance as to genre appropriate adjectives e.g. terrifying, haunted castle (fiction) or shielding, stone castle (non-fiction)</i> N2-1/N2-3/NF2-1/NF2-2		Adds details through the use of 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') NF4-1/NF4-2	Makes precise and effective use of expanded noun phrases, with modifiers before and after the noun, and through considered use of adverbials e.g. a shy boy with pale, delicate features; a soft material that can be moulded. N5-1/N5-2	Uses expanded noun phrases to convey complicated information concisely ➤ Adjectives after the noun to draw attention to the description: • a lady, dark-haired and beautiful • her eyes, wide and intense ... • her fingers, long, white and dancing, ... ➤ Add a prepositional phrase after the noun: • the colour of honey, of gold washed in milk ... • the hood of his dark cloak ... • the scar on his neck ... ➤ Add a non-finite clause (using an -ing or -ed verb) after the noun: • her long fingers extended over... • the words flowing from her lips like a dark song ... ➤ Combine any or all of these:: • an enchanting lady, dark-haired and beautiful, wearing a gown of wine-red N6-1/NF6-4	
		Composes sentences orally using a variety of grammatical structures.	Understands how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command, and knows how to use these different sentence forms (See guide to sentence forms on extranet) NF2-3				
						Indicates degrees of possibility using adverbs [for example, perhaps, surely]	Uses conditional structures to persuade (e.g. using: might, could, would, if...then...) and when deducing, speculating, and making suppositions
						Indicates degrees of possibility using modal verbs [for example, might, should, will, must] N5-1/N5-2/NF5-1/NF5-2	The pupil can select vocabulary and grammatical structures that reflect what the writing requires doing this mostly appropriately (e.g. using modal verbs to suggests degrees of possibility). N6-2/N6-4/NF6-2/NF6-3/NF6-4

Sentence level skills	Sentence structure					Uses the passive to affect the presentation of information in a sentence [for example, I broke the window versus The window was broken (by me)]. N6-2/NF6-1/NF6-2
						The pupil can select vocabulary and grammatical structures that reflect what the writing requires doing this mostly appropriately (e.g.; using passive verbs to affect how information is presented). N6-4/NF6-2
						Manipulates sentence subjects and objects and uses passive constructions where appropriate, justifying why a passive constructions is preferable to an active and vice versa.
			<i>At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters]</i>			Understands and recognises the difference between the vocabulary and structures typical of informal speech [for example, the use of question tags: He's your friend, isn't he?] and uses the vocabulary and structures appropriate for formal speech and writing [for example, the use of subjunctive forms such as 'If I were' or 'Were they to come' or 'I demand that Mrs Trent come to the meeting.' in some very formal writing and speech] NF6-2
						Chooses register (formal/informal, personal/impersonal) appropriately and for effect N6-2/NF6-2/NF6-4

Use of Tense/ Person		Makes correct choices and shows consistent use of present tense and past tense throughout writing N2-1/N2-2/N2-3/NF2-1/NF2-3				Where appropriate, maintains tense consistently; where shifts in tense occur, moves between past, present and future with some confidence (limited slips may occur)	Where appropriate, maintains tense consistently; where shifts in tense occur, moves between past, present and future with some confidence
		The pupils can use present and past tense mostly correctly and consistently. N2-1/N2-2/N2-3/NF2-1/NF2-3					The pupil can use tenses consistently and correctly throughout their writing. N6-1/N6-3/NF6-4
		Uses the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] NF2-3	Uses the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] N3-4			Links ideas across paragraphs through tense choices [for example, use of past perfect in 'he had seen her before, when referring back'] N5-2	
			Uses either 1 st or 3 rd person consistently N3-3			Ensures correct subject and verb agreement when using singular and plural	

Paragraph level skills	Sequences sentences to form short narratives N1-1		Begins to use paragraphs as a way to group related material N3-1/NF3-1	Uses paragraphs to organise ideas around a theme N4-1/N4-2	Uses devices to build cohesion within a paragraph [for example, then, after that, this, firstly] e.g. <u>adverbials</u> : shortly, afterwards, eventually; <u>pronouns</u> : Friday had arrived at last. <u>It</u> had been a long time coming. N5-1/N5-2/NF5-1/NF5-2	Uses paragraphs purposefully and creatively to clearly structure main ideas across the text The pupil can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. * N6-2/ NF6-3
	Sequences sentences to form simple non-fiction text types NF1-1			Paragraph shifts indicate a change in setting, character, time rather than simply reflecting stages in planning N4-1		
					Links ideas across paragraphs using adverbials of time [for example, sometime later, after a number of hours, during the afternoon]	Links ideas across paragraphs using a wider range of cohesive devices: e.g. <u>grammatical connections</u> e.g. - confident use of a range of adverbials of time/ frequency and subordinating conjunctions to link, compare or contrast - signalling forwards or backwards (e.g. questions/statements to bridge: 'It was at this point that Dr Barnardo decided he must take action and the next stage of his work began...' // Dr Barnardo knew that providing children with an education... N6-3/NF6-4
					Links ideas across paragraphs using adverbials of place [for example, nearby, beyond the horizon]	
					Links ideas across paragraphs using adverbials of number or sequence (first, firstly, second, secondly, finally, lastly, immediately, formerly, thereafter, soon, next) NF5-1	
				Links ideas across paragraphs through tense choices [for example, use of past perfect in 'he had seen her before, when referring back] N5-2	Links ideas across paragraphs using a wider range of cohesive devices: e.g. <u>repetition</u> of a word or phrase NF6-4	
					Links ideas across paragraphs using a wider range of cohesive devices: e.g. through <u>ellipsis</u> [the omission of a word or phrase that may be expected or predicted, e.g. 'He did it because he wanted to do it .' Or 'Frankie waved to Ivana and she watched her drive away.']	

Terminology for pupils	Pupils should be taught to use the grammatical terminology in English Appendix 2 when discussing their writing: letter, capital letter, word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	Pupils should understand and use the grammatical terminology in English Appendix 2 when discussing their writing: noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma Continues to use terminology from previous year groups.	Pupils should understand and use the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') Continues to use terminology from previous year groups	Pupils should understand and use the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing: determiner, pronoun, possessive pronoun, adverbial Continues to use terminology from previous year groups	Pupils should understand and use the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity Continues to use terminology from previous year groups	Pupils should understand and use the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing: subject, object, active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points Continues to use terminology from previous year groups
-------------------------------	--	--	---	--	--	---