

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

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

Strand	Year 1	Year 2	Year 3	Year 4	Yea
ilis	Regular plural noun suffixes – <i>s or</i> – <i>es</i> (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun NF1-1 Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	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) Use of the suffix es –er, –est in comparative adjectives and the use of – ly in Standard English to turn adjectives into adverbs.		The grammatical difference between plural and possessive –s	Converting nouns of verbs using suffixes ate; –ise; –ify]
Word level skills	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 ex mis–, over– and re–
Word			Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]		
			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]		

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

English

Exemplification links

ar 5	Year 6
or adjectives into es [for example, –	
example, dis–, de–, è–]	
	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

		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	Shows some developing evidence of	Uses commas after fronted	Uses commas to cla
			N2-2/NF2-1	commas to mark grammatical	adverbials	avoid ambiguity
				boundaries within sentences	N4-1/N4-2/NF4-3	
				N3-4/NF3-3		
			Uses apostrophes to mark where letters		Places the possessive apostrophe	
			are missing in spelling (contractions:		accurately in words with regular	
			don't, can't, there's, let's) and to mark		plurals [for the example, girls'	
			singular possession in nouns [for		names, the boys' dormitory]	
			example, the girl's name]			
				Begins to use to inverted commas to	Uses inverted commas and other	
				punctuate direct speech	punctuation to indicate direct speech	
				N3-2	[for example, a comma after the	
					reporting clause; end punctuation	
S					within inverted commas: The	
dill					conductor shouted, "Sit down!"]	
skills	L				NF4-2	
e	io				Uses a new line for a new speaker	
Š	lat				when writing direct speech	
e le	:tu				when writing direct speech	
Sentence level	Punctuation					Uses brackets, dasł
eu	n					indicate parenthesi
uț.	-					information, asides
)e						parenthesis on extr
0)						

larify meaning or	
thes or commas to sis e.g <i>additional</i> s (See guide to tranet) 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

		Knows how words can combine to make sentences	Shows some variation in sentence openings (not always opening with the subject)	Uses single clause sentences and multi clause sentences (using coordinating conjunctions) mostly accurately, and some multi clause sentences (using subordinating conjunctions), accurately	Uses single clause sentences and multi clause sentences (using coordinating conjunctions), and multi clause sentences (using subordinating conjunctions), broadly accurately	Selects the approp sentence complexi when simple level succinctness is mos
		N1-1		N3-4/NF3-2		Uses relative clause who, where, which that, or an omitted for succinctness e. she wore/ the dres
		Joins words, and joins clauses using 'and' N1-1/N1-2/NF1-1	Understands how to use subordination (using when, if, that, because) and co-ordination (using or, and, but) N2-1/NF2-2	Extends the range of sentences with m of conjunctions, including when, althou		
S		Uses <i>because</i> to provide reasoning N1-2	The pupil can use co-ordination (e.g. or/ and/ but) and some subordination (e.g. when/ if/ that/ because) to join clauses. N2-1/NF2-2		N3-3/NF3-2	
level skills	structure	Uses time words to aid sequencing e.g. first, next, finally (to be formally introduced as time adverbs in year 3)		Includes a structured sequence of events and links these using conjunctions and adverbs e.g. after a while, early one morning (emerging	Sequences events clearly and shows how one event leads to another using appropriate conjunctions and adverbials	Uses a range of cor adverbials to link, of and extend ideas, i events
nce le		NF1-2		use of adverbials to lay the ground for year 4) N3-3	N4-1/N4-2	
Sentence	Sentence			Expresses time, using <u>conjunctions</u> (when, before, after, since), <u>prepositions</u> (during, in, after, before, since) and <u>adverbs</u> (later, first, then, as soon as, as long as) within sentences and paragraphs. (see guide to expressing time, place and cause on extranet) <u>N3-1/N3-2/NF3-1</u> Expresses place using <u>conjunctions</u> (wherever, where), prepositions (on, in, behind, on top of, outside, inside) and <u>adverbs</u> (above, below, inside, everywhere) within sentences and paragraphs (see guide to expressing time, place and cause on extranet) N3-1/N3-2/N3-3/NF3-1	Adds details through the use of fronted adverbials [for example <u>Later</u> <u>that day</u> , I heard the bad news.] N4-1/N4-2/NF4-2NF/4-3	
				Expresses cause using <u>conjunctions</u> (so, so that, because, since, on condition that), <u>prepositions</u> (because of, instead of) and <u>adverbs</u> (in order to, as a result) within sentences and paragraphs (see guide to expressing time, place and cause on extranet) N3-1/ NF3-1/NF3-2		

riate level of	Uses a variety of simple, compound
ty, recognising of construction or	and complex sentences where appropriate according to the
st appropriate	demands of the text type, including
	embedded subordinate clauses for
	economy of expression
	Varies length and focus of sentences
	to express subtleties in meaning and
	focus on ideas
es beginning with	
n, when, whose, I relative pronoun	
.g. the dress that	
ss that she wore	
niunctions and	
njunctions and compare, contrast	
information and	
N5-2	
	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/N6-3/NF6-3/NF6-4

skills	ture		Understands how to use expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Pupils may need some guidance as to genre appropriate adjectives e.g. terrifying, haunted castle (fiction) or shielding, stone castle (non-fiction) N2-1/N2-3/NF2-1/NF2-2	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 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	Uses pronouns to avoid repetition where appropriate. 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 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 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
Sentence level sh	Sentence structure						 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
		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, ifthen) 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	structure				
l sl	ıctı				
eve	stru				
ie le	ce (
enc	Sentence		At this stage, pupils should start to lea	rn about some of the differences Indard English and begin to apply what	
ente	ent		they have learnt [for example, in writir		
Se	Š				

	Makes correct choices and shows consistent use of present tense and past tense throughout writing		Where appropriat consistently; when occur, moves betw
2	N2-1/N2-2/N2-3/NF2-1/NF2-3		and future with so
Perso	The pupils can use present and past tense mostly correctly and consistently.		(limited slips may
~	N2-1/N2-2/N2-3/NF2-1/NF2-3		
of Tense	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]	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>	Links ideas across through tense cho use of past perfec her before, when
Use (NF2-3	N3-4	
		Uses either 1 st or 3 rd person	Ensures correct su
		consistently	agreement when
		N3-3	plural

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 in 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.
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

ite, maintains tense ere shifts in tense sween past, present some confidence	Where appropriate, maintains tense consistently; where shifts in tense occur, moves between past, present and future with some confidence
γ occur)	The pupil can use tenses consistently and correctly throughout their writing.
	N6-1/N6-3/NF6-4
s paragraphs oices [for example, ct in 'he had seen n referring back] N5-2	
ubject and verb using singular and	

Paragraph level skills	Sequences sentences to form short narratives N1-1		Begins to use paragraphs as a way to group related material	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> :	Uses paragraphs purposefully and creatively to clearly structure main ideas across the text
	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	shortly, afterwards, eventually; pronouns: Friday had arrived at last. It had been a long time coming. N5-1/N5-2/NF5-1/NF5-2	The pupil can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and
			N3-1/NF3-1		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 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]	across paragraphs. *N6-2/ NF6-3Links ideas across paragraphs using awider range of cohesive devices: e.g.grammatical connections e.gconfident use of a range ofadverbials of time/ frequency andsubordinating conjunctions to link,compare or contrast-signalling forwards or backwards(e.g. questions/statements tobridge: 'It was at this point that DrBarnardo decided he must takeaction and the next stage of hiswork began' // Dr Barnardoknew that providing children withan educationN6-3/NF6-4Links ideas across paragraphs using a
					IN3-2	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