

# Whole School English Knowledge Progression Document

	<b>Word</b>	<b>Sentence</b>	<b>Text</b>	<b>Punctuation</b>	<b>Terminology</b>
<b>Year R</b>	<ul style="list-style-type: none"> <li>- Know the name of each letter of the alphabet.</li> <li>- Know the sound of each letter of the alphabet and at least 10 digraphs.</li> <li>- Know the alphabet in order.</li> <li>- Know Phase 2, 3 and 4 graphemes in line with Little Wandle overview.</li> <li>- Know Reception tricky words in line with Little Wandle overview.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that words can combine to make a sentence.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>- Know that sentences start with a capital letter.</li> <li>- Know that a sentence can end with a full stop, a question mark, or an exclamation mark.</li> </ul>	<ul style="list-style-type: none"> <li>- letter,</li> <li>- word,</li> <li>- sentence,</li> <li>- phoneme</li> <li>- digraph</li> <li>- grapheme</li> <li>- trigraph</li> <li>- segment</li> <li>- blend</li> </ul>

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<p>Year 1</p>	<ul style="list-style-type: none"><li>- Know adding -s and -es turns a word from singular noun to plural noun.</li><li>- Know that suffixes can be added to verbs.</li><li>- Know that the prefix -un changes the meaning of verbs and adjectives.</li><li>- Know how to form each letter correctly.</li><li>- Know Phase 5 graphemes in line with Little Wandle overview.</li><li>- Know Year 1 tricky words in line with Little Wandle overview.</li></ul>	<ul style="list-style-type: none"><li>- Know that and can be used to join words and clauses.</li></ul>	<ul style="list-style-type: none"><li>- Know that short narratives are formed by sequencing sentences together.</li></ul>	<ul style="list-style-type: none"><li>- Know that words are separated by a space.</li><li>- Know that capital letters, full stops, question marks and exclamation marks demarcate sentences.</li><li>- Know that capital letters are used for names and the pronoun I.</li><li>- Know the difference between upper - and lower - case letters.</li></ul>	<ul style="list-style-type: none"><li>- letter,</li><li>- capital letter,</li><li>- word,</li><li>- singular,</li><li>- plural,</li><li>- sentence,</li><li>- punctuation,</li><li>- full stop,</li><li>- question mark,</li><li>- exclamation mark.</li></ul>
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<b>Year 2</b>	<ul style="list-style-type: none"> <li>- Know that nouns can be made using suffixes such as -ness, -er</li> <li>- Know what a compound noun is e.g., playground.</li> <li>- Know adjectives can be made using suffixes such as -ful, -less.</li> <li>- Know that you can use -ly to turn an adjective into an adverb.</li> </ul>	<ul style="list-style-type: none"> <li>- Know subordinating conjunctions = when, if, that, because and co-ordinating conjunctions = or; and, but.</li> <li>- Know how to write an expanded noun phrases – the blue butterfly.</li> <li>- Know how to write the four different sentence types: Statement, question, exclamation, and command.</li> </ul>	<ul style="list-style-type: none"> <li>- Know the difference between present and past tense.</li> <li>- Know past progressive tense.</li> </ul>	<ul style="list-style-type: none"> <li>- Know when to use capital letters, full stops, question marks and exclamation marks.</li> <li>- Know that commas separate items in a list.</li> <li>- Know that apostrophes mark where letters are missing and mark singular possession in nouns.</li> </ul>	<ul style="list-style-type: none"> <li>- noun,</li> <li>- noun phrase,</li> <li>- statement,</li> <li>- question,</li> <li>- exclamation,</li> <li>- command,</li> <li>- compound,</li> <li>- suffix,</li> <li>- adjective,</li> <li>- adverb,</li> <li>- verb,</li> <li>- tense (past, present),</li> <li>- apostrophe,</li> <li>- comma.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>- Know that nouns can be made using a range of prefixes e.g., super-, anti-, auto.</li> <li>- Know that you use a or an according to whether the next word begins with a consonant or a vowel.</li> <li>- Know some word families based on common words e.g., solve, solution, solver; dissolve, insoluble.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that time, place and cause can be expressed using conjunctions e.g., when, before, after, while, so, because</li> <li>adverbs e.g., then, next, soon, therefore,</li> <li>or prepositions e.g., before, after, during, in, because of.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that paragraphs can be used as a way to group material.</li> <li>- Know that heading and subheading can be used to aid presentation.</li> <li>- Know present perfect form of verbs e.g. 'He has gone out to play.'</li> </ul>	<ul style="list-style-type: none"> <li>- Know that inverted commas punctuate direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>- preposition,</li> <li>- conjunction,</li> <li>- word family,</li> <li>- prefix,</li> <li>- clause,</li> <li>- subordinate clause,</li> <li>- direct speech,</li> <li>- consonant, consonant,</li> <li>letter vowel,</li> <li>- vowel letter,</li> <li>- inverted commas (or 'speech marks').</li> </ul>

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<b>Year 4</b>	<ul style="list-style-type: none"> <li>- Know the difference between plural and possessive -s e.g., many dogs, the dog's toy.</li> <li>- Know standard English e.g., we were instead of we was, or I did instead of I done.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that noun phrases can be expanded by modifying adjectives, nouns, and preposition phrases e.g., the teacher expanded to the strict maths teacher with curly hair.</li> <li>- Know fronted adverbials and how to use these.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that paragraphs are organised around a theme.</li> <li>- Know that pronouns and nouns are used within and across sentences to aid cohesion and avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>- Know the punctuation needed to punctuate direct speech correctly.</li> <li>- Know that apostrophes mark plural possession e.g., the girl's name, the girls' names.</li> </ul>	<ul style="list-style-type: none"> <li>- Determiner,</li> <li>- pronoun,</li> <li>- possessive pronoun,</li> <li>- adverbial.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>- Know that nouns and adjectives can be converted into verbs using suffixes e.g. -ate, -ise, -ify Verb prefixes e.g. dis-, de-, mis-, over- and re</li> </ul>	<ul style="list-style-type: none"> <li>- Know that relative clauses begin with who, which, where, when, whose, that or an omitted relative pronoun.</li> <li>- Know that modal verbs can be used to indicate degrees of possibility using adverbs e.g., perhaps, surely, or modal verbs e.g., might, would, should, will, must.</li> </ul>	<ul style="list-style-type: none"> <li>- Know devices that can be used to build cohesion within a paragraph e.g., then, after that, this, firstly.</li> <li>- Know that paragraphs can be linked using adverbials of time e.g., later adverbials of place e.g., nearby number e.g., secondly tense choices e.g., he had seen her before.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that brackets, dashes, or commas can be used to indicate parenthesis.</li> <li>- Know that commas are used to clarify meaning or to avoid ambiguity.</li> </ul>	<ul style="list-style-type: none"> <li>- modal verb,</li> <li>- relative pronoun,</li> <li>- relative clause,</li> <li>- parenthesis,</li> <li>- bracket,</li> <li>- dash,</li> <li>- cohesion,</li> <li>- ambiguity.</li> </ul>

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Year 6	<ul style="list-style-type: none"> <li>- Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter].</li> <li>- Know how words are related by meaning as synonyms and antonyms [for example, big, large, little].</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to use the passive to affect the presentation of information in a sentence [e.g., ‘I broke the window in the greenhouse.’ versus ‘The window in the greenhouse was broken (by me)’].</li> <li>- Know structures typical of informal speech for example, the use of question tags: He’s your friend, isn’t he?</li> <li>- Know structures appropriate for formal speech and writing e.g., the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech.</li> </ul>	<ul style="list-style-type: none"> <li>- Know link ideas across paragraphs by using: a wider range of cohesive devices, repetition of a word or phrase, and the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis. Layout devices [for example, headings, subheadings, columns, bullets, or tables, to structure text]</li> </ul>	<ul style="list-style-type: none"> <li>- Know to use the semi-colon, colon, and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up].</li> <li>- Know to use the colon to introduce a list and use semi-colons within lists, bullet points to list information.</li> <li>- Know that hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover].</li> </ul>	<ul style="list-style-type: none"> <li>- subject,</li> <li>- object,</li> <li>- active,</li> <li>- passive,</li> <li>- synonym,</li> <li>- antonym,</li> <li>- ellipsis,</li> <li>- hyphen,</li> <li>- colon,</li> <li>- semi-colon,</li> <li>- bullet points.</li> </ul>
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