



Wath Central Primary  
School- terminology and  
skill progression

## Overview of Terminology

Grammatical						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Adjective	Adjective	Adjective	Adjective	Adjective	<b>Active/passive</b>	Active/passive
Verb	Verb	<b>Adverb</b>	Adverb	Adverb	Adjective	Adjective
Noun	<b>Imperative verb</b>	Imperative verb	<b>Adverbial phrase</b>	Adverbial phrase	Adverb	Adverb
Sentence	Noun	Noun	<b>Clause</b>	Clause	Adverbial phrase	Adverbial phrase
Word	<b>Noun Phrase</b>	<b>Pronoun</b>	<b>Compound sentence</b>	<b>Complex sentence</b>	Clause	<b>Antonym</b>
Letter	<b>Extended noun phrase</b>	Noun phrase	<b>Inverted Commas</b>	Compound sentence	Complex sentence	<b>Article</b>
	Sentence	<b>Tense</b>	Imperative Verb	Imperative Verb	Compound sentence	Clause
	<b>One-action sentence</b>	Verb	Noun	Inverted Commas	<b>Determiner</b>	Complex sentence
	<b>Time adverbial</b>	Extended noun phrase	Noun phrase	Noun	Imperative Verb	Compound sentence
	<b>Singular</b>	Time adverbial	<b>Paragraph</b>	Noun phrase	Inverted Commas	Determiner
	<b>Plural</b>	Singular	<b>Prepositional Phrase</b>	Paragraph	Noun	Imperative Verb
		Plural	Tense (Past, present)	Prepositional Phrase	Noun phrase	Inverted Commas
			Time adverbial	<b>Pronoun</b>	Paragraph	Noun
			Verb	<b>Relative pronoun</b>	Prepositional Phrase	Noun phrase
				Tense (Past, present)	Pronoun	Paragraph
				Time adverbial	Relative pronoun	Prepositional Phrase
				Verb	Tense (Past, present)	Pronoun
					Time adverbial	Relative pronoun
					Verb	Subordinating connective
						<b>Synonym</b>
						Tense (Past, present)
						Time adverbial
						Verb

## Punctuation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Capital letter Full stop Finger spaces	Capital letter Full stop Finger spaces Exclamation mark Question mark	Capital letter Full stop Finger spaces Exclamation mark Question mark Apostrophe Commas in a list	Capital letter Full stop Finger spaces Apostrophe Exclamation mark Inverted commas Speech Marks Question mark Commas in a list	Apostrophe Capital letter Colon Commas in a list and clauses Ellipsis Exclamation mark Finger spaces Full stop Inverted commas Speech Marks Question mark Semi-colon	Apostrophe Capital letter Colon Commas in a list and clauses Dashes Ellipsis Exclamation mark Finger spaces Full stop Inverted commas Speech Marks Quotation Mark Question mark Semi-colon	Apostrophe – Possession and omission. Bullet Points Capital letter Colon Commas in a list and clauses Dashes Ellipsis Exclamation mark Finger spaces Full stop Inverted commas Speech Marks Quotation Mark Question mark Semi-colon

# EYFS Progression



## Spelling

To spell words phonetically

To spell the following tricky words accurately: I, no, go, to, the, into

To begin to spell the following tricky words: he, she, we, me, be, was, you, they, all, are, my, her

Links sounds to letters, naming and sounding the letters of the alphabet.

## Punctuation

Use of capital letters at the beginning of sentences.

Use full stops at the end of sentences.

Use finger spaces between words.

## Grammar

Begin to use colour to describe objects.

Begin to say a one-action sentence and write the words.

Begin to use co-ordination to join sentences (and).

Use of a capital I for pronoun.

Use time adverbials of sequence (First, Next, Then, Finally)

## Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly.

Begin to form lower case letters correctly in the correct direction, starting and finishing in the correct place.

Form capital letters.

Form digit 0-9.

To know the letter patterns for most of the letters of the alphabet.

# Year 1 Progression



## Spelling

Recognise upper- and lower-case letters  
See Appendices – Year 1.

## Punctuation

Use of capital letters at the beginning of sentences.  
Use full stops consistently at the end of sentences.  
Use clear finger spaces between words.  
Begin to use question marks.  
Begin to use exclamation marks  
Use capital letters for days of the week and names of people/places.  
Begin to use question marks.  
Begin to use exclamation marks.

## Grammar

Begin to use colour to describe objects.  
Begin to orally say a sentence and write the words.  
Confidently say a sentence and write it.  
Begin to use co-ordination to join sentences (and, or, but).  
Use of a capital I for pronoun.  
Use determiners (the, a, an, my, your, his, her  
Naming all the letters of the alphabet in order.  
Begin to use adjectives, other than colour.

- Use alliteration with an adjective (For example, the sneaky snake)
- Use time adverbials of sequence (First, Next, Then...)
- Begin to use co-ordination to join sentences (and, or, but).
- Write simple past tense sentences (I walked to school)
- Use a specific noun – Labrador instead of dog.
- Use prepositions (up, down, in, into, under, inside, outside, above)

## Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower case letters correctly in the correct direction, starting and finishing in the correct place.
- Form capital letters.
- Form digit 0-9.
- Understand that letters are formed in similar ways.



# Year 2 Progression



## Spelling

- See Appendices – Year 2.

## Punctuation

- Use question marks accurately.
- Use exclamation marks accurately.
- Use commas within a list.
- Use capital letters at the beginning of sentences, for names/place, days of the week and months of the year.

## Grammar

- Use co-ordination conjunctions accurately (and, or, but).
- Begin to use sub co-ordinating conjunctions (when, if, that, because)
- Use commands in sentences as an imperative verb.
- Use time adverbials.
- Use appropriate adjectives within noun phrases accurately.
- Add -ly to an adjective to make it an adverb.
- Use more generic nouns (dog – terrier).
- Use apostrophes of omission.
- Form simple past tense sentences.
- Begin to use similes.
- Begin to use alliteration.
- Use sub co-ordinating conjunctions (when, if, that, because)

## Handwriting

- Form lower case letters of the correct size.
- Begin to join some letters.
- Write capital letters and digits of consistent size.
- Use spacing between words that reflects the size of the letters.

# Year 3 Progression



## Spelling

- See Appendices – Year 3.

## Punctuation

Accurately use;

- Capital letters
- Full stops
- Exclamation marks
- Question marks
- Commas in a list.
- Begin to use inverted commas for speech.

## Grammar

- Use paragraphs to group related material.
- Use appropriate adjectives to describe nouns.
- Begin to use conjunctions for time, for example, when, before, after, while...)
- Use synonyms for words such as 'said'.
- Accurately create compound sentences using, for example, and, but, for, nor, so, yet.
- Use regular and irregular past tense verbs.
- Use a or an depending on next word beginning.
- Express other words for time, place and cause using conjunctions – when, before, after, while...
- Accurately use conjunctions for time.
- Know the difference between subject and object with a personal pronoun.

- Use possessive adjectives – my, your, his, our, theirs.
- Begin to use homophones accurately.
- Begin to use prepositions, for example, next to, by the side of, in front of...
- Use exaggerated language to describe characters and settings.
- Use word families to enhance precise vocabulary, for example, solve, solution, solving, solved, solver...

## Handwriting

- Join letters, deciding which letters are best left un-joined.
- Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately.

# Year 4 Progression



## Spelling

- See Appendices – Year 4

## Punctuation

Accurately use:

- Capital letters
- Full stops
- Exclamation Marks
- Commas in a List
- Inverted Commas
- Apostrophes for contractions
- Apostrophes for singular possession.
- Use other punctuation with inverted commas.
- Apostrophes for plural possession.
- Use commas after fronted adverbials.
- Compound nouns using hyphens

## Grammar

- Use paragraphs to organise ideas around a theme.
- Accurately use noun and prepositional phrases for detail and expansion of description. For example, the brown dog with a curly tail.
- Use expanded noun phrases, for example, The strict English teacher with the grey beard.



- Use co-ordinating and sub-coordinating conjunctions.
- Use prepositions (yours, mine, theirs, ours).
- Use fronted adverbials followed by a comma.
- Find synonyms of words to up-level sentences.
- Compound sentences using all co-ordinating conjunctions.
- Use specific determiners, for example, their, whose, this, that.
- Using either a pronoun or the noun in sentences for cohesion and to avoid repetition.
- Know the difference between a preposition and an adverb.
- Use prepositions accurately including at, underneath, since, towards, beyond.
- Starting a sentence with -ing, using a comma to demarcate the subordinate clause, for example, flying through the air, Harry crashed into a hidden tree.
- Use informal and formal language in a range of examples.

## Handwriting

- Join letters, deciding which letters are best left un-joined.
- Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately.

# Year 5 Progression



## Spelling

- See Appendices – Year 5

## Punctuation

Accurately use:

- Capital letters
- Full stops
- Exclamation Marks
- Question Marks
- Commas in Lists
- Inverted commas
- Apostrophes for contractions
- Apostrophes for singular possession and for plural possession
- Commas after fronted adverbials
- Use hyphens to avoid ambiguity.
- Use dashes, commas and brackets accurately
- Use commas to clarify meaning.
- Colons for play scripts and to start a list.

## Grammar

- Use relative clauses accurately.
- Use modal verbs to indicate degree of possibility.
- Describe settings/characters using expanded noun phrases.

- Use co-ordinating and sub-coordinating conjunctions.
- Use adverbs to express time.
- Use prepositions to express time and place.
- Use future tense verbs.
- Secure use of compound sentences.
- Use rhetorical questions
- Conjunctions to build cohesions – exemplification, results, to summarise, to sequence.
- Drop-in -ed clauses, for example, Poor Tom, frightened by the fierce dragon, ran home.
- Start a complex sentence with a subordinate clause and a comma to separate the subordinate clause.
- Link ideas across paragraphs using adverbials or time (later), place (nearby) and sequence (secondly).
- Moving parts of the sentences around to create different effects.
- Use metaphors, onomatopoeia and personification accurately.

## Handwriting

- Write fluently and legibly with a personal style.

# Year 6 Progression



## Spelling

- See appendices – Year 6

## Punctuation

Accurately and consistently use;

- Capital Letters
- Full stops
- Exclamation Marks
- Questions Marks
- Inverted Commas and other speech punctuation
- Apostrophes for contractions
- Apostrophes for singular and plural possession
- Commas to clarify meaning
- Commas, dashes and brackets for parenthesis
- Link ideas across paragraphs using adverbials or time, place, number or tense choice.
- Use colon and semi-colons to mark the boundary between independent clauses, for example, it's raining: I'm fed up!
- Bullet Points
- Punctuation for direct speech.
- Ellipsis to create suspense

## Grammar

- Choose correct vocabulary for formal or informal contexts
- Accurately choose the correct level of formality, for example, the passive to affect the presentation of information.

- Use modal verbs, for example, would, should, could.
- Consolidate compound sentences.
- Alliteration and Similes.
- Correct use of tense.
- Identify subject and object in a sentence.
- Expanded Noun Phrases
- Rhetorical Questions.
- Fronted Adverbials
- Imperative Verbs
- Combining complex and compound clauses to create a sentence.
- Synonyms – Realising that when you use a synonym, it of a sequence, time adverbials, additional ideas, space and place, contrasting, exemplification, results, to summarise).
- Conjunctions to signpost and create cohesion (order
- Use of antonyms to create different effects.

## Handwriting

- Write fluently and legibly with a personal style.  
Ensure that pupils continue to practice their handwriting and are encouraged to increase the speed and fluency.

