



Progression in sentences – Jersey Curriculum

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoys writing on paper.</p> <p>Distinguishes between the marks they make.</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.</p> <p>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</p> <p>To hear and say the initial sound in words and may start to segment the sounds in words and blend them together.</p>	<p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes.</p> <p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology.</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together.</p> <p>Writes recognisable letters, most of which are correctly formed</p> <p>Writes simple phrases and sentences that can be read by others.</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 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>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of].</p> <p>Begin to use fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Use of adjectives and similes when describing characters and settings.</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.].</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely].</p> <p>Or modal verbs [for example, might, should, will, must].</p>	<p>Use of the passive to affect the presentation of information in a sentence.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing eg: use of subjunctive forms.</p>
<p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</p> <p>Includes mark making and early writing in their play.</p>				<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions.</p>	<p>Use expanded noun phrases to convey complicated information concisely.</p>		
		What is a sentence?		Range of sentence types			
		Increasing accuracy and choice		Choices to change and enhance meaning			



Progression in punctuation – Jersey Curriculum

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can recognise a capital letter at the start of their own name.	<p>Know that names and places start with capital letters.</p> <p>Know that letters 'sit on the line'.</p> <p>Use fingers spaces between words.</p> <p>Start to use full stops at the end of sentences.</p> <p>Learn rhymes from Little Wandle for each letter to help with letter formation.</p>	<p>Separation of words with spaces.</p> <p>Uses capital letters and full stops in sentences.</p> <p>Introduction to 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 and to mark singular possession in nouns.</p>	Introduction to inverted commas to punctuate direct speech.	<p>Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Apostrophes to mark plural possession.</p> <p>Use of commas after fronted adverbials.</p>	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of the colon to introduce a list and use of semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity.</p> <p>Use of ellipses.</p>
Introduction		Developing		Securing	Commas and dialogue		Full range



Progression in dialogue skills and knowledge – Jersey Curriculum

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children can listen to others when they are talking.</p> <p>During Helicopter stories or read stories, children are encouraged to say the speech altogether.</p>	<p>Includes dialogue between characters in Helicopter Stories.</p> <p>Explore speech in guided reading texts.</p> <p>Explore how speech can be presented in a speech bubble</p> <p>To write what the character is saying on writing frames in provision or during phonics.</p>	<p>Write simple sentences beginning with personal pronouns.</p> <p>Write simple sentences starting with nouns/proper nouns.</p> <p>Compose a sentence orally before writing it.</p> <p>Use simple word choice that helps to convey information and ideas.</p>	<p>Write questions beginning with who, where, when, which and how etc.</p> <p>Write commands using imperative verbs.</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Selection of content shows an awareness of purpose and emerging awareness of audience.</p>	<p>In narrative, create setting, characters and plot.</p> <p>Use some variation in sentence types (statement, command, question, exclamation).</p> <p>Use inverted commas to punctuation direct speech.</p>	<p>Use inverted commas and other punctuation to indicate direct speech, eg a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!".</p> <p>Viewpoint is consistently maintained, eg word choice indicates a child's viewpoint.</p>	<p>Use of the appropriate register, including colloquial language within dialogue.</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence.</p>	<p>Assured and conscious control over levels of formality.</p> <p>The difference between structures of informal speech (eg question tags) and structures appropriate for formal speech and writing.</p> <p>In narrative, integrate dialogue to convey character and advance action.</p>
		Dialogue only		Dialogue punctuation		Dialogue for a purpose	



Progression in word level – Jersey Curriculum

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise some letters in own name.</p> <p>Recognise some sounds in Phase 2.</p>	<p>Recognise all sounds in Phase 2.</p> <p>Recognise most sounds in Phase 3.</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name.</p> <p>Spellings of CVC words phonetically plausible</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.</p>	<p>Use capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Add suffixes to spell longer words including -ing, -ed, -er, -est</p> <p>Add regular plural noun suffixes -s or -es</p> <p>Recognise all sounds in Phase 5 – many being spelt correctly and others being phonetically plausible.</p>	<p>Use expanded noun phrases to describe and specify [for example, the blue butterfly].</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p> <p>Use -ly to turn adjectives into adverbs -slow/ slowly.</p> <p>Use some features of written Standard English.</p> <p>Write all sounds in Phase 5.</p>	<p>Use adverbs and prepositions to express time, place and cause.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'.</p> <p>Use further prefixes and suffixes and understand how to add them.</p>	<p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>	<p>Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Use knowledge of morphology and etymology in spelling.</p>	<p>Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Use the language conventions and grammatical features of the different types of text as appropriate.</p> <p>Use knowledge of morphology and etymology in spelling.</p>
		General	Specific	Formality	Choices to change and enhance meaning		



Progression in cohesion and paragraph skills – Jersey Curriculum

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p>To form pre-letter shapes.</p> <p>To attempt the first letter of their name, progressing to name writing.</p>	<p>To write recognisable letter shapes.</p> <p>To sit letters on the line.</p> <p>To end sentences with a full stop.</p>	<p>Joining words and joining clauses using <i>and</i>.</p>	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>).</p>	<p>Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>].</p> <p>Introduction to paragraphs as a way to group related material around a theme.</p>	<p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>].</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before].</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis.</p>	
	Between clauses		Between sentences			Between paragraphs		Across paragraphs



Progression in editing – Jersey Curriculum

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Self corrects own speech.</p> <p>Correct letter formation reinforced.</p>	<p>Introduce basic editing e.g. correcting sentences with deliberate errors as a provision based activity. For example Igh can sign on the roof ov the bus. (I can sing on the roof of bus).</p> <p>Age-appropriate corrections which they should spot digraphs/tricky word errors.</p> <p>Corrections re letter formations and reminders of rhymes from Little Wandle.</p>	<p>Re-reading what they have written to check that it makes sense.</p>	<p>Purple pen editing introduced.</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation 	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Proof-read for spelling and punctuation errors.</p>		<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>Proof-read for spelling, grammar and punctuation errors.</p>	
		Check for sense	Proof read		Assess effectiveness	Enhance effects and clarify meaning	