



Tankersley Writing Composition

Vocabulary, punctuation and grammar.

By the end of EYFS a child can use/know:	By the end of Year 1 a child can use/know:	By the end of Year 2 a child can use/know:	By the end of Year 4 LKS2 a child can use/know:	By the end of Year 6 UKS2 a child can use/know:
	<p>Word Level Regular plural noun suffixes '-s' or '-es' Suffixes that can be added to verbs where no change is needed in the spelling of root words. How the prefix '-un' changes the meaning of verbs and adjectives.</p>	<p>Word Level Formation of nouns using suffixes such as '-ness', '-er' and by creating compound words Formation of adjectives using suffixes such as '-ful' and '-less' Use of the suffixes 'er', '-est' in adjectives The use of the suffix 'ly' to turn adjectives into adverbs.</p>	<p>Word Level Formation of nouns using a range of prefixes. Use of the forms a or an according to whether the next word begins with a consonant or a vowel. Word families based on common words, showing how words are related in form and meaning. E.g. solve/solution. The grammatical difference between plural and possessive –s. Standard English forms for verb inflections instead of local spoken forms e.g. we were/we was.</p>	<p>Word Level Converting nouns or adjectives into verbs using suffixes e.g. '-ate', '-ise', '-ify' Verb prefixes e.g. dis-, de-, mis-, over-, re. The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. find out/discover, ask for/request. How words are related by meaning as synonyms and antonyms e.g. big, large, little.</p>
<p>Sentence Structure How words can combine to make sentences which can be read by themselves and others.</p>	<p>Sentence Structure How words can combine to make sentences. Joining words and joining sentences using and.</p>	<p>Sentence Structure Subordination (using when, if, that, because) and coordination (using or, and, or, but). Expanded noun phrases for description and specification (e.g. the blue butterfly). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use some features of written standard English.</p>	<p>Sentence Structure Expressing the time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because). 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). Fronted adverbials (e.g. Later that day, I heard bad news).</p>	<p>Sentence Structure Relative clauses beginning with who, which, where, why, whose, that *** an omitted pronoun. Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). Use the passive voice to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of subjunctive forms such as 'I were' or 'Were they to come' in some very formal writing and speech). Use expanded noun phrases to convey complicated information concisely.</p>
	<p>Text structure Sequencing sentences to form short narratives.</p>	<p>Text structure Correct choice and consistent use of the present tense and past tense throughout handwriting. Use of the progressive form of verbs in the present and past tense to mark actions in progress</p>	<p>Text structure Introduction to paragraphs as a way to group related material. Headings and subheadings to aid presentations. Use of the present perfect form of verbs instead of the simple past. (e.g. He has gone out to play contrasted with He went out to play). Use paragraphs to organise ideas around a theme. Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>Text structure Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before). Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis. Layout devices, such as headings, sub headings, 6 columns, bullets, tables, to structure text.</p>
<p>Punctuation Separation of words with spaces. Introduction to capital letters and full stops to demarcate sentences. Capital letters for names and the personal pronoun I.</p>	<p>Punctuation Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun I.</p>	<p>Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes for contracted forms and to mark singular possession in nouns.</p>	<p>Punctuation Introduction to inverted commas to punctuate direct speech. Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession. Use of commas after fronted adverbials.</p>	<p>Punctuation Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. Use of semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity.</p>
<p>Vocabulary/Terminology Phoneme, grapheme, digraph, trigraph, split-digraph. Letter, capital letter, Word, sentence.</p>	<p>Vocabulary/Terminology Letter, capital letter, Word, singular, plural. Sentence. Punctuation mark, full stop, question mark, exclamation mark.</p>	<p>Vocabulary/Terminology noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present)</p>	<p>Vocabulary/Terminology preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter</p>	<p>Vocabulary/Terminology modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity.</p>

Punctuation mark, full stop.		apostrophe, comma.	inverted commas (or speech marks). determiner pronoun, possessive pronoun adverbial	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points.
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