



**Greasley Beauvale Primary School**  
**English Knowledge, Skills and Vocabulary progression**



	Project	Knowledge	Skills	Vocabulary
EYFS		<ul style="list-style-type: none"> <li>• <b>Print carries meaning</b> and can be used for communication.</li> <li>• <b>Marks and symbols</b> can represent ideas or words.</li> <li>• <b>Books</b> have a direction — front to back, left to right, top to bottom.</li> <li>• <b>Names and familiar words</b> can be recognised in print.</li> <li>• Spoken words can be <b>segmented into sounds</b>, and sounds can be represented with marks or letters.</li> <li>• Stories, songs, and rhymes are <b>made up of words and sounds</b> that can be played with and changed.</li> </ul>	<p><u>Word</u> To Write recognisable letters</p> <p><u>Sentence</u> Write simple phrases and sentences that can be read by others. WF - Making movements needed to form letters (writing in sand)</p>	<p>Letter Word</p> <p>WF – up, down, round and back</p>
Year 1	<p>A walk in London (Literacy Tree)</p> <p>The Great Fire of London (Literacy Tree)</p> <p>Lila and The Secret of the Rain</p> <p>On a Road in Africa</p> <p>Dear Earth (Literacy Tree)</p> <p>Florence Nightingale</p>	<ul style="list-style-type: none"> <li>• Letters represent sounds (phoneme–grapheme correspondence) and that these can be blended to read and segmented to spell.</li> <li>• Words and sentences carry meaning, and sentences start with a capital letter and end with a full stop.</li> <li>• Writing can take different forms (labels, lists, stories, captions, letters).</li> <li>• Finger spaces are used to separate words in writing.</li> <li>• Spoken language can be turned into written language, and writing can be read back.</li> <li>• Stories, poems, and information texts have structure and purpose.</li> <li>• Print is organised and consistent, with directionality (left to right, top to bottom).</li> </ul>	<p><u>Word</u> Identify and define nouns Add -s or -es appropriately to nouns Be able to define and identify verbs Add -ing, -ed, -er to regular verbs where no change is needed Identify and define adjectives Add un- to verbs and adjectives and understand its effect</p> <p><u>Sentence</u> Write a simple sentence starting with a noun/proper noun/I Begin with a capital letter and finish each sentence with a full stop</p>	<p>Year 1 Letter Capital letter Word Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark</p>



**Greasley Beauvale Primary School**  
**English Knowledge, Skills and Vocabulary progression**

	Mimpins (Literacy Tree)	<ul style="list-style-type: none"> <li>Phonemic awareness supports early spelling; letter-sound knowledge underpins early reading and writing.</li> </ul>	<p>Use spaces between words Join two simple sentences with <i>and</i></p> <p><u>Text</u> Sequence sentences to form short narratives</p>	
Year 2	See above	<p><b><u>Word</u></b></p> <ul style="list-style-type: none"> <li>Understand 'formal' and 'informal' language</li> <li>Be able to edit text for appropriate style</li> </ul> <p><b><u>Sentence</u></b></p> <ul style="list-style-type: none"> <li>Active and passive voice</li> <li>Identify situations where formal/informal language would be used</li> <li>Use the subjunctive</li> <li>Understand use of question tags</li> </ul> <p><b><u>Text</u></b></p> <ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph</li> <li>Use adverbials to link ideas across paragraphs</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Semi-colon</li> <li>Colon</li> <li>Dashes</li> <li>Using colons and semi colons for lists</li> <li>Bullet points</li> </ul> <p>Using hyphens to avoid ambiguity</p>	<p><b><u>Word</u></b></p> <p>Form nouns by compounding (eg toothbrush) Understand the word 'suffix' Form nouns by adding the suffix -er to verbs (build + er) Form nouns by adding the suffix -ness to adjectives (sad + ness) Form adjectives with the suffix -ful and -less Form comparative adjectives using the suffix -er Form superlative adjectives using the suffix -est Identify and define adverbs Form adverbs by adding the suffix -ly to adjectives</p> <p><b><u>Sentence</u></b></p> <p>Join two simple sentences with a coordinating conjunction (and, but, or) Join two simple sentences with a subordinating conjunction (when, if, that, because) Identify noun phrases (the boy/those sheep) Adjectives as pre-modifiers in expanded noun phrases (eg the <i>blue</i> butterfly) Introduce post modifiers for noun phrases (eg the man <i>on the moon</i>)</p> <p><b><u>Text</u></b></p> <p>Introduce 'simple present' and 'simple past' tense Be able to identify simple present and simple past verbs</p>	<p>Noun Noun phrase Statement Question Command Exclamation Compound word Suffix Adjective Verb Adverb Past tense Present tense Apostrophe Comma</p>



**Greasley Beauvale Primary School**  
**English Knowledge, Skills and Vocabulary progression**

			<p>Use past and present tense consistently in own writing          Introduce present and past progressive verbs</p> <p><u>Punctuation</u>          Use full stops/question marks/exclamation marks in own writing          Use commas to separate items in a list          Introduce apostrophes for singular possession and contraction</p>	
<b>Year 3</b>	<p>The First Drawing (Mordicai Gerstein)</p> <p>The Tear Thief (Carol Ann Duffy)</p> <p>Escape from Pompeii (Christina Balit)</p> <p>Ancient Greek Myths</p> <p>Flotsam David Weisner</p> <p>The Tin Forest (Helen Ward)</p>	<p><b><u>Word</u></b></p> <ul style="list-style-type: none"> <li>Form nouns using prefixes (eg super-, auto-, anti-)</li> <li>Understand ‘consonant’</li> <li>Understand ‘vowel’</li> <li>Know when to use ‘a’ or ‘an’</li> <li>Be able to identify prefix, suffix and root within a word</li> <li>Understand the term ‘word family’</li> </ul> <p><b><u>Sentence</u></b></p> <ul style="list-style-type: none"> <li>Understand that a simple sentence has a subject and a verb</li> <li>Know the term ‘clause’</li> <li>Understand the term ‘subordinate clause’</li> <li>Identify and define prepositions</li> <li>Use prepositions, conjunctions and adverbs to express time, place and cause</li> </ul> <p><b><u>Text</u></b></p> <ul style="list-style-type: none"> <li>Group ideas into paragraphs</li> <li>Choose appropriate Headings</li> <li>Introduce the present perfect tense</li> </ul>	<p><b><u>Word</u></b></p> <p>Understand the word ‘prefix’          Form nouns using prefixes (eg super-, auto-, anti-)          Understand ‘consonant’          Understand ‘vowel’          Know when to use ‘a’ or ‘an’          Be able to identify prefix, suffix and root within a word          Understand the term ‘word family’</p> <p><b><u>Sentence</u></b></p> <p>Understand that a simple sentence has a subject and a verb          Know the term ‘clause’          Understand the term ‘subordinate clause’          Identify and define prepositions          Use prepositions, conjunctions and adverbs to express time, place and cause</p> <p><b><u>Text</u></b></p> <p>Group ideas into paragraphs          Choose appropriate headings          Introduce the present perfect tense</p>	<p>Preposition          Conjunction          Word family          Prefix          Clause          Subordinate clause          Direct speech          Consonant          Vowel          Inverted commas</p>



**Greasley Beauvale Primary School**  
**English Knowledge, Skills and Vocabulary progression**

		<p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Introduce inverted commas for direct speech</li> <li>Synonyms for said</li> </ul>	<p><u>Punctuation</u></p> <p>Introduce inverted commas for direct speech</p> <p>Synonyms for said</p>	
Year 4	<p>The Story of Tutankhamun</p> <p>Hunt for Scrab Beetle</p> <p>Cinnamon</p> <p>Matchbox Diary</p> <p>Weslandia</p> <p>Shackleton's Journey</p>	<p><b><u>Word</u></b></p> <ul style="list-style-type: none"> <li>Understand the grammatical difference between the <i>plural s</i> and the <i>possessive s</i></li> <li>Standard English forms for verb inflections (eg <i>we were</i> instead of <i>we was</i>)</li> </ul> <p><b><u>Sentence</u></b></p> <ul style="list-style-type: none"> <li>Determiners</li> <li>Use modifying adjectives and prepositional phrases to expand noun phrases</li> <li>Identify adverbial phrases</li> <li>Experiment with position of adverbial phrases</li> <li>Use fronted adverbials in own writing (including comma)</li> </ul> <p><b><u>Text</u></b></p> <ul style="list-style-type: none"> <li>Group ideas into paragraphs</li> <li>Choose appropriate Headings</li> <li>Introduce the present perfect tense</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Apostrophes to mark plural possession</li> <li>Use of inverted commas and other punctuation for direct speech</li> </ul>	<p><u>Word</u></p> <p>Understand the grammatical difference between the <i>plural s</i> and the <i>possessive s</i></p> <p>Standard English forms for verb inflections (eg <i>we were</i> instead of <i>we was</i>)</p> <p><u>Sentence</u></p> <p>Determiners</p> <p>Use modifying adjectives and prepositional phrases to expand noun phrases</p> <p>Identify adverbial phrases</p> <p>Experiment with position of adverbial phrases</p> <p>Use fronted adverbials in own writing (including comma)</p> <p><u>Text</u></p> <p>Pronouns</p> <p>Use nouns/pronouns appropriately within and across paragraphs to aid cohesion and avoid repetition</p> <p><u>Punctuation</u></p> <p>Apostrophes to mark plural possession</p> <p>Use of inverted commas and other punctuation for direct speech</p>	<p>Determiner</p> <p>Pronoun</p> <p>Personal pronoun</p> <p>Possessive pronoun</p> <p>Adverbial</p>
Year 5	<p>Beowulf</p> <p>Titanium – Literacy Shed</p>	<p><b><u>Word</u></b></p> <ul style="list-style-type: none"> <li>Convert nouns or adjectives into verbs using suffixes (-ate, -ise, -ify)</li> </ul>	<p><u>Word</u></p> <p>Convert nouns or adjectives into verbs using suffixes (-ate, -ise, -ify)</p>	<p>Modal verb</p> <p>Relative pronoun</p> <p>Relative clause</p>



**Greasley Beauvale Primary School**  
**English Knowledge, Skills and Vocabulary progression**

Year 5	Hidden Figures	<ul style="list-style-type: none"> <li>Identify and use verb prefixes (dis-, de-, mis-, over-, re-)</li> </ul>	Identify and use verb prefixes (dis-, de-, mis-, over-, re-)	Parenthesis Bracket Dash Cohesion ambiguity
	Cosmic Disco	<p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>Introduce relative pronouns and relative clauses</li> <li>Identify modal verbs</li> <li>Adverbs of possibility</li> </ul>	<p><u>Sentence</u></p> Introduce relative pronouns and relative clauses Identify modal verbs Adverbs of possibility	
	The Sleeper and the Spindle	<p><b>Text</b></p> <ul style="list-style-type: none"> <li>Pronouns</li> <li>Use nouns/pronouns appropriately <i>within</i> and <i>across</i> paragraphs to aid cohesion and avoid repetition</li> </ul>	<p><u>Text</u></p> Devices to build cohesion within a paragraph Use adverbials to link ideas across paragraphs	
	The Lost Thing		<p><u>Punctuation</u></p> Brackets to indicate parenthesis Dashes to indicate parenthesis Commas to indicate parenthesis <b>Use of commas to clarify meaning or avoid ambiguity</b>	
	Alma	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Brackets to indicate parenthesis</li> <li>Dashes to indicate parenthesis</li> <li>Commas to indicate parenthesis</li> </ul> Use of commas to clarify meaning or avoid ambiguity		
	Romeo and Juliet		<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Brackets to indicate parenthesis</li> <li>Dashes to indicate parenthesis</li> <li>Commas to indicate parenthesis</li> </ul> Use of commas to clarify meaning or avoid ambiguity	
	Anne Frank	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Brackets to indicate parenthesis</li> <li>Dashes to indicate parenthesis</li> <li>Commas to indicate parenthesis</li> </ul> Use of commas to clarify meaning or avoid ambiguity		
	Letters From The lighthouse		<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Brackets to indicate parenthesis</li> <li>Dashes to indicate parenthesis</li> <li>Commas to indicate parenthesis</li> </ul> Use of commas to clarify meaning or avoid ambiguity	
	Freedom Bird	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Brackets to indicate parenthesis</li> <li>Dashes to indicate parenthesis</li> <li>Commas to indicate parenthesis</li> </ul> Use of commas to clarify meaning or avoid ambiguity		
	Alte Zachen – Old Things		<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Brackets to indicate parenthesis</li> <li>Dashes to indicate parenthesis</li> <li>Commas to indicate parenthesis</li> </ul> Use of commas to clarify meaning or avoid ambiguity	
Year 6	The Last Bear	<p><b>Word</b></p> <ul style="list-style-type: none"> <li>Understand 'formal' and 'informal' language</li> <li>Be able to edit text for appropriate style</li> </ul>	<p><u>Word</u></p> Understand 'formal' and 'informal' language Be able to edit text for appropriate style	subject object passive voice active voice synonym antonym ellipsis hyphen colon semi-colon bullet points
	The Boy in the Tower	<p><b>Word</b></p> <ul style="list-style-type: none"> <li>Understand 'formal' and 'informal' language</li> <li>Be able to edit text for appropriate style</li> </ul>	<p><u>Word</u></p> Understand 'formal' and 'informal' language Be able to edit text for appropriate style	
	Suffragette	<p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>Active and passive voice</li> <li>Identify situations where formal/informal language would be used</li> <li>Use the subjunctive</li> <li>Understand use of question tags</li> </ul>	<p><u>Sentence</u></p> Active and passive voice Identify situations where formal/informal language would be used Use the subjunctive Understand use of question tags	
	Clockwork	<p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>Active and passive voice</li> <li>Identify situations where formal/informal language would be used</li> <li>Use the subjunctive</li> <li>Understand use of question tags</li> </ul>	<p><u>Sentence</u></p> Active and passive voice Identify situations where formal/informal language would be used Use the subjunctive Understand use of question tags	
	Macbeth	<p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>Active and passive voice</li> <li>Identify situations where formal/informal language would be used</li> <li>Use the subjunctive</li> <li>Understand use of question tags</li> </ul>	<p><u>Sentence</u></p> Active and passive voice Identify situations where formal/informal language would be used Use the subjunctive Understand use of question tags	



**Greasley Beauvale Primary School**  
**English Knowledge, Skills and Vocabulary progression**

	The Arrival	<ul style="list-style-type: none"> <li>• Devices to build cohesion within a paragraph</li> <li>• Use adverbials to link ideas across paragraphs</li> </ul>	<u>Text</u> Link ideas across paragraphs using a wider range of cohesion devices	
	The Invention of Hugo Cabret	<b><u>Punctuation</u></b> <ul style="list-style-type: none"> <li>• Semi-colon</li> <li>• Colon</li> <li>• Dashes</li> <li>• Using colons and semi colons for lists</li> <li>• Bullet points</li> </ul> Using hyphens to avoid ambiguity	<u>Punctuation</u> Semi-colon Colon Dashes Using colons and semi colons for lists Bullet points Using hyphens to avoid ambiguity	
	Windrush			