

A spiral curriculum

The English curriculum is both cumulative and recursive

Pupils use the same basic skills every time they write:

Sentence structure

- Progression focuses on aspects such as varying sentence form, sentence type, using a range of conjunctions and developing complex structures

Punctuation

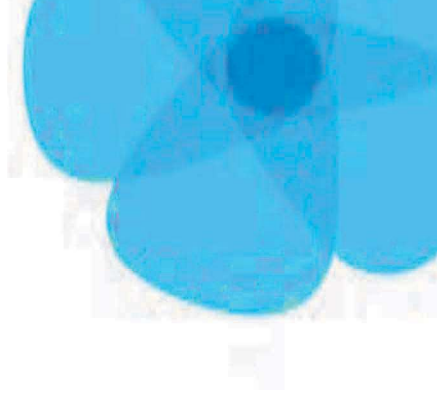
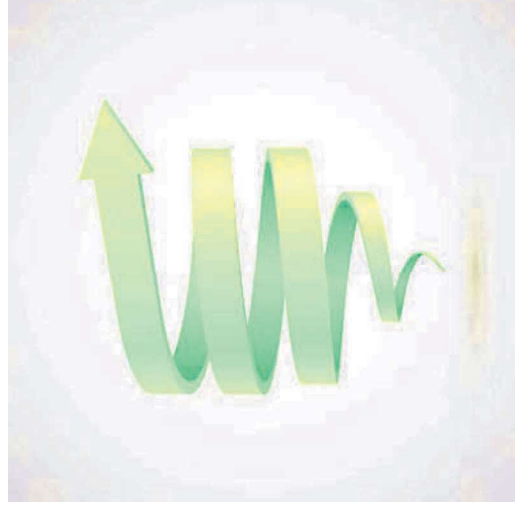
- Progression through the use of simple to complex sentence punctuation and deliberate, controlled use

Word level

- Emphasis on improving vocabulary through noun phrases, precise language choices, technical vocabulary

Text structure and organisation

- Cohesion within and across paragraphs, cohesive devices, layout suitable for purpose etc



Progression in sentences - NC



Pupils should be taught to:

<p>How words can combine to make sentences</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>	<p>Use of the passive to affect the presentation of information in a sentence</p>
<p>Joining words and joining clauses using and</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>adverbs [for example, then, next, soon, therefore],</p> <p>or prepositions [for example, before, after, during, in, because of]</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions</p>	<p>Fronted adverbials [for example, Later that day, I heard the bad news.]</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>The difference between structures typical of informal speech and structures appropriate for formal speech and writing eg use of subjunctive forms</p>
				<p>Use expanded noun phrases to convey complicated information concisely</p>	



Progression in punctuation - NC



Pupils should be taught to:

Separation of words with spaces	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use of inverted commas and other punctuation to indicate direct speech	Use of the semi-colon, colon and dash to mark the boundary between independent clauses
Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Commas to separate items in a list	Apostrophes to mark plural possession	Use of the colon to introduce a list and use of semi-colons within lists
Capital letters for names and for the personal pronoun 'I'	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Use of commas after fronted adverbials	Punctuation of bullet points to list information
			How hyphens can be used to avoid ambiguity



Progression in dialogue skills and knowledge



<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 punctuate 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>
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Progression in word level skills



<p>Use capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</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>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 knowledge of morphology and etymology in spelling</p>
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Progression in cohesion



<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</p>	<p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</p> <p>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>
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Between clauses

Between sentences

Within paragraphs

Across paragraphs

Progression in paragraph skills



<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</p>	<p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</p> <p>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>
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Progression in editing - NC Composition



Pupils should be taught to:

<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 and punctuation errors</p>
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Re-reading what they have written to check that it makes sense

