



SGEPS Skills Progression

Subject area: English VCOP (with sentence construction)/Connects with NC Vocabulary, Grammar and Punctuation
Consolidate from year to year

Examples of more vocabulary on the VCOP pyramids. Dictionaries and Thesauri should always be available.

	Year 1	Year 2	Year 3	Year 4	Year 5 and 6
Vocabulary	<p>Use simple adjectives to describe nouns; colour, size, emotion. Singular and plurals: regular plural suffixes: dog, dogs, fox, foxes. Add suffixes to verbs where no change is needed in the spelling of root words; help, helper, helping, helped Use prefix un- to change the meaning (negation) of verbs and adjectives: untie, unkind</p>	<p>Use a greater range of adjectives: beautiful, fierce, miserable Understand noun, verb, adjective, adverb. Formation of nouns using suffixes such as -ness -er and creation of compound words: snowman, football. Use suffixes -er -est in adjectives: long, longer, longest. Use -ly to turn adjectives into adverbs: quick, quickly</p>	<p>Use adjectives and adverbs for description: gigantic, freezing, quietly, sadly. Use simple similes: as tall as a tree as bright as the sun. Use alliteration: dangerous dragon, slimy slug Formation of nouns using a range of prefixes; anti-auto- Use of the forms a or an according to whether the next word starts with a consonant or a vowel; a cat, an octopus.</p>	<p>Word families based on common words, showing how words are related in form and meaning: solve, solution, solver, dissolve, insoluble Use synonyms and antonyms: happy- jolly happy- unhappy Use comparative and superlative adjectives: small smaller smallest good better best</p>	<p>Use of powerful adjectives/adverbs: outstandingly, tenderly, timidly, imaginatively, formidable, stern, comical Use of powerful verbs: adore, create, demonstrate, prefer Use of abstract nouns: happiness, honesty, comfort, peace, calm, truth, sadness Use of a wide range of sophisticated connectives and openers.</p>
Connectives	<p>Use and and but as connectives</p>	<p>Use but, then, so, because to join sentences.</p>	<p>Use a wider range of connectives: while, then, also, when, after, before, if, as well as, although, during, however, therefore,</p>	<p>Use more sophisticated connectives to make relationships between ideas and statements: nevertheless, besides, even though</p>	<p>Choosing and positioning sophisticated connectives to suit the purpose of the writing in addition to, contrary to, despite, eventually, owing to, as revealed by</p>
Openers	<p>Start sentences with The, My, I.</p>	<p>Use time connectives: first, next, then, after that, finally. Use while, when, where</p>	<p>Use time connectives; eventually, just then, although, meanwhile Use adjectives to open sentences: The golden sun..... Use adverbs to open sentences: Suddenly, Angrily, Sadly...</p>	<p>Use a simile to start a sentence: Like a wailing cat, the ambulance screamed down the road. Introduce 'edingly' starters: Frightened by the noise, Tom ran straight home, Hopping speedily towards the pool, the frog dived underneath the leaves. Carefully walking along the path, the boys chattered about the football match. Use a clause in opposition: Although I had thought that..., I discovered ... Use a clause of time or place:</p>	<p>Use sophisticated strategies to open sentences. Secure 'edingly' starters. Use ISPACED openers: I - 'ing' word S - simile P - preposition A - adverb C - connective E - 'ed' word D - drop in a clause after a strong opening Use a rhetorical question to hook in</p>

				Before the audience left the..., the presenter asked...	the reader
Punctuation	Use capital letters and full stops , spaces . Use capital letters for names and the personal pronoun I.	Use capital letters , full stops , exclamation and question marks , commas in a list.	Use capital letters , full stops , question marks , exclamation marks , and commas in a list. Use speech bubbles. Introduce inverted commas (or speech marks) to punctuate direct speech . Use apostrophes for contractions; can't don't and to mark singular possession in nouns ; the girl's name Introduce ellipsis	Use of inverted commas and other punctuation for direct speech : The conductor shouted, "Sit down!" Use apostrophes to mark plural possession : The girls' names Commas after fronted adverbials : Later that day , I heard the bad news. Begin to experiment with dashes , semi-colons , colons , ellipses	Introduce : Rhetorical question Dashes Brackets/dashes/commas for parenthesis Colons Use of commas to clarify meaning or avoid ambiguity Use of the semi-colon , colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover

Sentence construction

More resources on:

www.talk4writing.co.uk

Introduce **simple** sentences.
Say a sentence, write it, read it back to check it make sense.

Introduce **compound** sentences using **and/but**

Introduce types of sentence: **statement, question, exclamation.**

Compound sentences using **and, but, so, then, because.**

Embellished simple sentences:
Red squirrels enjoy eating **delicious** nuts.

Consistent use of **present tense** or **past tense.**

Use the **progressive form of verbs** in the present and past tense to mark actions in progress: she is running, he was shouting

Secure use of types of sentence: **statement, question, exclamation, command.**

Use of **adverbs**: Tom ran quickly down the hill.

Use **repetition**: he walked and walked and walked

A green dragon, a fiery dragon.

Introduce **complex** sentences: use of **who** (relative clause)
There was a little old woman who lived in a cottage.

Use other **subordinating connectives**: **when, while, where, which, because, so that, if, to, until**

Use **long** and **short** sentences; **long** sentences add description or information

Use **expanded noun phrases**: so many people, plenty of food

Use **list of three** for description:

He wore old shoes, a dark cloak and a red hat.

African elephants have large ears, long trunks and curly tusks.

Introduce **paragraphs** as a way to group related material.

Use **headings** and **subheadings** to aid presentation.

Use of the present perfect form of verbs instead of simple past tense: He has gone out to play **contrasted with** He went out to play.

Begin to develop complex sentences:

Main and subordinate clauses with a range of subordinating connectives.

Use subordinate clauses at the beginning of a sentence, the middle of a sentence and at the end of a sentence.

Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases:
the teacher expanded to: the strict maths teacher with curly hair

Fronted adverbials:

Later that day, I heard the bad news.

Sentence of 3 for action:

Sam rushed down the road, jumped on the bus and sank into his seat.
The Romans enjoyed food, loved marching but hated the weather.

Repetition to persuade e.g.

Find us to find the fun

Dialogue - verb + adverb - "Hello," she whispered, shyly.

Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Indicate degrees of possibility using **adverbs**: perhaps, surely and **modal verbs**: might, should, will, must

Use sophisticated sentences with a variety of starters/openers

Use of the **passive** to affect the presentation of information in a **sentence**: I broke the window in the greenhouse **versus** The window in the greenhouse was broken (by me).

The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?

Use of **subjunctive** forms such as **If I were** in some very formal writing and speech.