



Towngate Primary Academy  
Writing, Grammar, Punctuation and Spelling Progression Grid

Mrs Laura Poole

September 2022 - 2025

Purpose / Genres to be taught				
Reception	<b>F.1 Fiction</b> Story sentences Short Narrative Character description sentences Poetry – rhyme and repetitive language F.3	<b>F.2 Non Fiction</b> Lists Captions Instructions Labels		
Year 1	<b>1.1 writing to entertain</b> Character/setting Description – sentences Narrative re-tell Poetry – repetitive language 1.4	<b>1.2 writing to inform</b> Instructional writing Statement sentences Recount		
Year 2	<b>2.1 writing to entertain</b> Character/Setting Description Short stories Poetry – form, shape and structure 2.4	<b>2.2 writing to inform</b> Recount 3 <sup>rd</sup> person Information report inc. questions and statements Letter writing		
Year 3	<b>3.1 writing to entertain</b> Setting / Character Description Extended stories (fantasy) Poetry – narrative poetry 3.4	<b>3.2 writing to inform</b> Non-Chronological report Procedural report Explanation text	<b>3.3 writing to persuade</b> Persuasive letter	
Year 4	<b>4.1 writing to entertain</b> Setting / Character Description Extended stories (action and adventure) Poetry – performance poetry 4.4	<b>4.2 writing to inform</b> Explanation text Persuasion text Autobiography	<b>4.3 writing to persuade</b> Persuasive advert (specific audience and purpose)	
Year 5	<b>5.1 writing to entertain</b> Setting / Character Description Extended stories (alternate endings / plots) Playwriting Poetry – narrative poetry 5.4	<b>5.2 writing to inform</b> Informal to formal letter writing Instructional writing Discussion report Personal recount of a significant event	<b>5.3 writing to persuade</b> Speech writing	<b>5.4 writing to discuss</b> Review (book review) Article (specific audience and purpose)
Year 6	<b>6.1 writing to entertain</b> Setting / Character Description Extended stories (alternate perspective)	<b>5.2 / 6.2 writing to inform</b> Non-chronological report (appropriate to audience/purpose) Persuasion: speech writing	<b>5.3 / 6.3 writing to persuade</b> Campaign writing	<b>6.4 writing to discuss</b> Review (book review) Balanced argument



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	Extended stories (flashback) Poetry – free verse 6.4	Formal letter biography	Speech writing	
<b>Writing Composition: NB. Where specific objectives link to genres, see noting</b>				
	<u>Review / Retrieval Practice</u>	<u>Disciplinary Knowledge</u> organisation of writing, sentence structures, editing and improving  <i>The tools/methods that we use in order to study the subject and gain the necessary knowledge.</i>	<u>Substantive Knowledge</u> grammatical features including tense, word classes and functions, punctuation  <i>The knowledge children need to be able to know as part of the programme of study in the subject.</i>	<u>Vocabulary</u>  <i>The new vocabulary children need to be taught in order to access and understand the curriculum. (tier 2 and tier 3)</i>
EYFS	Capital letters  Finger spaces  Letter formation	I am learning to use phonic knowledge to write words which match spoken sounds.  I am learning to write irregular common words.  I am learning to use finger spaces between words.	I am learning to write simple sentences which can be read myself and others  I am learning to use some determiners. (through speech)  I am learning to use conjunctions such as 'and' and 'but' to join ideas through speech  <b>Punctuation to be taught:</b> Capital letters Full stops Some children may begin to use !	Letter <i>a written symbol which represents a sound.</i>  Capital letter <i>an upper case letter which starts a sentence and names.</i>  Word <i>a group of letters</i>
Year 1	Capital letters Double letter spaces Full stops Letter formation Question marks	I am learning to use appropriate sized finger spaces between words.  I am learning to begin to form lower case letters in the correct direction.	I am learning to sequence sentences to form short narratives. (I.I, I.3)  I am learning to write simple sentences in the past tense.	Singular <i>a single word or form.</i>  Plural <i>more than one.</i>



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		<p><i>(starting and finishing in the correct place.)</i></p> <p>I am learning to form digits 0-9.</p> <p>I am learning to use capital letters for names of people, places, days of the week and pronoun I.</p> <p>I am learning to demarcate my sentences with capital letters.</p> <p>I am learning to demarcate my sentences with full stops.</p> <p>I am learning to rehearse my spellings out loud to practice what I am going to write.</p> <p>I am learning to re-read what has been written to check it makes sense.</p>	<p>I am learning to write simple sentences in the present tense.</p> <p>I am learning to join clauses using the conjunction 'and' correctly.</p> <p>I am learning to use capital letters and full stops.</p> <p>I am learning to use question marks.</p> <p>I am learning to use exclamation marks.</p> <p><b>Punctuation to be taught:</b></p> <p>Capital Letters</p> <p>Full Stops</p> <p>!</p> <p>Begin to use ?</p>	<p><b>Exclamation</b> <i>sentence that expresses strong emotion.</i></p> <p><b>Sentence</b> <i>a set of words that make sense together.</i></p>
Year 2	<p>Capital letters</p> <p>Double letter spacing</p> <p>Letter formation</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Simple present to past tense</p>	<p>I am learning to use spacing between words that reflects the letter sizes.</p> <p>I am learning to demarcate sentences using capital letters and full stops.</p> <p>I am learning to write letters the correct size, orientation and size.</p> <p>I am learning to plan my writing, saying out loud what will be written.</p>	<p>I am learning to use statements in my writing. (2.1, 2.2)</p> <p>I am learning to use questions in my writing. (2.1, 2.2)</p> <p>I am learning to write exclamation sentences. (2.1)</p> <p>I am learning to write commands. (2.1)</p> <p>I am learning to use the past and present tense mostly correctly and consistently</p>	<p><b>Noun</b> <i>an object, person, place or thing</i></p> <p><b>Noun phrase</b> <i>a group of words about a noun</i></p> <p><b>Expanded noun phrase</b> <i>a group of words including a determiner, adjectives and noun</i></p> <p><b>Adjective</b> <i>describes a noun</i></p>



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		<p>I am learning to make simple additions, revisions and corrections to my writing</p>	<p>I am learning to use coordination (and / or / but)</p> <p>I am learning to use subordination (when / if / that / because)</p> <p>I am learning to use expanded noun phrases for description and specification. (2.1)</p> <p><b>Punctuation to be taught / reinforced:</b></p> <p>Capital letters</p> <p>Full Stops</p> <p>? accurately</p> <p>!</p> <p>, for lists</p> <p>Apostrophe for contraction and singular possession.</p>	<p><b>Adverb</b> <i>describes a verb / action</i></p> <p><b>Verb</b> <i>an action word</i></p> <p><b>Statement</b> <i>a basic fact or opinion</i></p> <p><b>Command</b> <i>a sentence which tells someone to do something</i></p> <p><b>Suffix</b> <i>a group of letters at the end of a word.</i></p> <p><b>Prefix</b> <i>a group of letters at the start of a word.</i></p> <p><b>Homophone</b> <i>two different words, sound the same.</i></p>
Year 3	<p>Statement sentences</p> <p>Command sentences</p> <p>Questions (inc all appropriate punctuation CL, FS, ?)</p> <p>Coordination and subordination</p>	<p>I am learning to begin to use paragraphs to organise and group ideas.</p> <p>I am learning to use headings and subheadings to organise texts. (3.2)</p> <p>I am learning to assess the effectiveness of writing and suggest improvements.</p>	<p>I am learning to vary my sentence structures. (3.1, 3.2, 3.3)</p> <p>I am learning to use the present perfect form of verbs in replace of simple past.</p> <p>I am learning to use inverted commas to punctuate direct speech. (3.1)</p> <p>I am learning to express time, place and cause: (3.1, 3.2, 3.3)</p>	<p><b>Preposition</b> <i>the position of something in relation to something else</i></p> <p><b>Conjunction</b> <i>a joining word; links two clauses together</i></p> <p><b>Word family</b> <i>words linked by origin, grammar and meaning</i></p> <p><b>Word class</b></p>



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	<p>Noun phrases (determiner, adjectives and nouns)</p> <p>Word classes as above</p> <p>Apostrophes for possession and contraction</p> <p>Inverted commas</p>	<p>I am learning to proofread for spelling and punctuation errors.</p> <p>I am learning to use accurate a / an determiners.</p> <p>I am learning to use appropriate choice of pronouns and nouns within and across sentences.</p> <p><b>Punctuation to be taught / reinforced:</b></p> <p>Capital letters</p> <p>Full Stops</p> <p>? accurately</p> <p>!</p> <p>, for lists</p> <p>Apostrophe for contraction and singular possession</p> <p>Inverted commas</p>	<p>(conjunctions- when, so, because, before, after; adverbs – then, soon, next; and prepositions – before, beneath, after, during.)</p> <p>categories all words fit into.</p> <p>Clause a group of words with a verb.</p> <p>Phrase a group of word without a verb.</p> <p>Direct speech actual words spoken</p>
Year 4	<p>Sentence punctuation</p> <p>Word classes including noun, adjective, determiner, adverbials, conjunctions, prepositions)</p> <p>Subordination and coordination</p>	<p>I am learning to use paragraphs to organise ideas around a theme.</p> <p>I am learning to use adverbials to add cohesion to my writing. (4.1, 4.3, 4.4)</p> <p>I am learning to proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences;</p> <p>I am learning to read my own writing aloud, using clear intonation and volume</p>	<p>I am learning to use fronted adverbials. (4.1, 4.3, 4.4)</p> <p>I am learning to use subordinate clauses at the beginning of sentences.</p> <p>I am learning to expand noun phrases. (4.1, 4.3) (modifying adjectives, nouns and prepositional phrases)</p> <p>I am learning to use the correct tense and person.</p> <p>I am learning to use inverted commas and other punctuation to punctuate direct speech accurately. (4.1)</p> <p>Determiner relates to how many or which one</p> <p>Pronoun nouns used in place of proper nouns</p> <p>Possessive pronoun pronouns indicating possession</p> <p>Adverbial Words or phrases to show time, place or manner.</p> <p>Main clause</p>



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	<p>Apostrophes for contraction and possession</p> <p>Adverbials (time, place or manner)</p> <p>Tenses</p> <p>Punctuating speech (dictated and recorded)</p> <p>Prefixes and suffixes</p>		<p>(including commas in reporting clauses)</p> <p>I am learning to use a variety of fronted adverbials with commas.</p> <p>I am learning to use conjunctions, adverbs and prepositions.</p> <p>I am learning to use commas after subordinate clauses.</p> <p>I am learning to use a variety of pronouns to avoid repetition.</p> <p><b>Punctuation to be taught / reinforced:</b></p> <p>Capital letters</p> <p>Full Stops</p> <p>? accurately</p> <p>!</p> <p>, for lists</p> <p>Apostrophe for contraction and singular possession</p> <p>Inverted commas</p> <p>Apostrophe to mark plural possession.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas following a reporting clause.</p>	<p><i>A simple sentence, makes sense alone.</i></p> <p><b>Reporting clause</b> <i>reports what someone has said or thought.</i></p> <p><b>Subordinate clause</b> <i>A clause which relies on a main clause to make sense, begins with a subordinating conjunction.</i></p>
Year 5	<p>Verb forms — present and progressive, simple past/present/future</p> <p>Punctuation check inc parenthesis</p>	<p>I am learning to use paragraphs to organise ideas.</p> <p>I am learning to use a range of cohesive devices: (5.1, 5.3, 5.4)</p> <p>(Conjunctions Adverbials</p>	<p>I am learning to use relative clauses.</p> <p>I am learning to use subordinate clauses.</p> <p>I am learning to vary my sentence structure. (short sentences, varied openers, change of clause position)</p>	<p><b>Modal verb</b> <i>indicates degrees of possibility and certainty</i></p> <p><b>Relative pronoun</b> <i>begins a relative clause (who, which, where, that etc.)</i></p>



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	<p>Apostrophes – contraction and possession</p> <p>Word classes</p> <p>Relative clauses</p> <p>Subordinate clauses</p> <p>Pronouns</p> <p>Prefixes and suffixes</p>	<p><i>Linking ideas across paragraphs)</i></p> <p>I am learning to demonstrate a confident and established voice.</p> <p>I am learning to use vocabulary to create atmosphere and reflect appropriate formality. (5.1, 5.3, 5.4)</p> <p>I am learning to add detail, qualification and precision to my writing. (5.1, 5.4) <i>(modify adjectives figurative language)</i></p> <p>I am learning to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I am learning to proofread independently to check spelling and punctuation errors.</p>	<p>I am learning to ensure tenses and correct and consistent.</p> <p>I am learning to punctuate direct and indirect speech accurately. (5.1, 5.3)</p> <p>I am learning to indicate degree of possibility through modal verbs and adverbs.</p> <p><b>Punctuation to be taught / reinforced:</b></p> <p>Capital letters</p> <p>Full Stops</p> <p>? accurately</p> <p>!</p> <p>, for lists</p> <p>Apostrophe for contraction and singular possession</p> <p>Inverted commas</p> <p>Apostrophe to mark plural possession.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas following a reporting clause.</p> <p>Brackets, dashes and commas to indicate parenthesis.</p>	<p><b>Relative clause</b> <i>Attached to the middle or end of a clause, adds extra detail to the noun</i></p> <p><b>Parenthesis</b> <i>words or phrases marked by brackets, dashes or commas.</i></p> <p><b>Cohesive devices</b> <i>words or phrases that link paragraphs or sections of a text.</i></p> <p><b>Progressive tense</b> <i>was/were / is / am auxiliary verb and -ing suffix (was/were -ing)</i></p> <p><b>Perfect tense</b> <i>Has / had auxiliary verb and -ed suffix (has/had -ed suffix)</i></p>
Year 6	<p>Active passive</p> <p>Subject verb agreement</p> <p>Apostrophes inc plurals</p> <p>Word classes</p>	<p>I am learning to use simple devices for structuring my writing. (6.2) <i>(headings, subheadings, bullet points)</i></p> <p>I am learning to use a range of devices to build cohesion with and across paragraphs. (6.1, 6.3, 6.4) <i>(conjunctions, adverbials, pronouns)</i></p>	<p>I am learning to establish authorial voice through a range of sentence structures.</p> <p>I am learning to use verb tenses consistently and correctly throughout my writing.</p> <p>I am learning to use contracted forms in dialogue. (6.1, 6.3)</p>	<p><b>Active</b> <i>subject, verb, object</i></p> <p><b>Passive</b> <i>object, verb, subject</i></p> <p><b>Synonym</b></p>



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	<p>Tenses</p> <p>Prefixes and suffixes</p> <p>All punctuation</p> <p>Revision as required</p>	<p>I am learning to select language that shows good awareness of the reader.</p> <p>I am learning to describe settings, atmosphere and characters within a narrative. (6.1, 6.3, 6.4)</p> <p>I am learning to ensure accurate subject verb agreement, choosing the appropriate register.</p> <p>I am learning to perform my own compositions, using appropriate intonation, volume and movement.</p>	<p>I am learning to integrate dialogue to convey character and advance the action. (6.1)</p> <p>I am learning to use passive verbs to affect how information is presented. (6.1, 6.2, 6.3)</p> <p>I am learning to use modal verbs to suggest degrees of possibility.</p> <p>I am learning to use both formal and informal structures in my writing.</p> <p>I am learning to use the subjunctive form. (6.3)</p> <p><u>Punctuation to be taught / reinforced:</u></p> <p>Capital letters</p> <p>Full Stops</p> <p>? accurately</p> <p>!</p> <p>, for lists</p> <p>Apostrophe for contraction and singular possession</p> <p>Inverted commas</p> <p>Apostrophe to mark plural possession.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas following a reporting clause.</p> <p>Brackets, dashes and commas to indicate parenthesis.</p> <p>Commas for subordinate clauses</p>	<p><i>different word, same meaning</i></p> <p><i>Antonym</i> <i>word with the opposing meaning</i></p> <p><i>Subjunctive</i> <i>Formal and suggestive forms of the verb</i></p>
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			<p>Commas for clarity</p> <p>Semi colons</p> <p>Colons</p> <p>Dashes</p> <p>Hyphens</p>	
Writing Transcription: Spellings and handwriting (Kinetic Letters)				
	<p><u>Review / Retrieval Practice</u></p>	<p><u>Disciplinary Knowledge</u></p> <p><i>The tools/methods that we use in order to study the subject and gain the necessary knowledge.</i></p>	<p><u>Substantive Knowledge</u></p> <p><i>The knowledge children need to be able to know as part of the programme of study in the subject.</i></p>	<p><u>Vocabulary</u></p> <p><i>The new vocabulary children need to be taught in order to access and understand the curriculum. (tier 2 and tier 3)</i></p>
EYFS		Printed letter formation	Some words are spelt correctly and others are phonetically plausible.	Follow Read Write Inc.
Year 1	<p>Red words</p> <p>Days of the week</p> <p>Know the alphabet</p>	Printed letter formation	<p>Use <b>some</b> regular <b>plural noun suffixes</b> –s or –es correctly [for example, <i>dog, dogs; wish, wishes</i>].</p> <p>Use <b>some</b> suffixes that can be added to verbs where no change is needed in the spelling of root words correctly.</p> <p>Can use the 40+ taught phonemes to spell some words correctly.</p> <p>Can spell <b>some</b> common exception words.</p> <p>Makes phonetically plausible attempts to spell some unknown words.</p> <p>Spell the days of the week.</p>	<p>The boundary between revision of work covered in Reception and the introduction of new work should follow Read, Write Inc. approaches. Revision should include:</p> <ul style="list-style-type: none"> <li>♣ all letters of the alphabet and the sounds which they most commonly represent</li> <li>♣ consonant digraphs which have been taught and the sounds which they represent</li> <li>♣ vowel digraphs which have been taught and the sounds which they represent</li> <li>♣ the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</li> <li>♣ words with adjacent consonants</li> <li>♣ guidance and rules which have been taught</li> </ul>



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			<p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p>	
Year 2	<p>Alphabet</p> <p>Prefixes</p> <p>Suffixes</p> <p>Common exception words</p>	Printed letter formation	<p>Segment spoken words into phonemes and represent these by graphemes, spelling <b>many</b> correctly and making phonetically plausible attempts at others.</p> <p>Formation of nouns using suffixes. -ness, -er / compound words.</p> <p>Formation of adjectives using suffixes. (-ful / -less)</p> <p>Suffixes -er / -est and -ly to turn adjectives into adverbs.</p> <p>Spell <b>many</b> common exception words.</p>	<p><u>Revision of content from EYFS and Y1, including Common Exception Words:</u></p> <p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</p>
Year 3	<p>Y3/4 spelling list</p> <p>Common exception words</p> <p>High frequency words</p> <p>Pre-fixes and suffixes</p>	Developing cursive script	<p>Spelling <b>some</b> of the Year 3/4 statutory spelling rules correctly and spell words with prefixes, suffixes (e.g. anti, auto and super).</p> <p>Including <b>all</b> previously taught spellings.</p> <p>Investigate word families.</p>	<p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps</p>
Year 4	<p>Y3/4 spelling list</p> <p>Common exception words</p>	Produce fluent, legible and joined handwriting.	<p>Know the difference between plural and possessive –s.</p> <p>Know standard English form.</p>	



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	High frequency words  Pre-fixes and suffixes			popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women
Year 5	Y3/4 spelling list  Y5/6 spelling list  Common exception words  High frequency words  Pre-fixes and suffixes	Maintain fluent, legible and joined handwriting.	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]  Verb prefixes [for example, dis-, de-, mis-, over- and re-]  Year 5/6 spelling lists.	accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar
Year 6	Y3/4 spelling list  Y5/6 spelling list  Common exception words  High frequency words  Pre-fixes and suffixes	Maintain fluent, legible and joined handwriting when writing at speed.	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter]  Understand how words are related by meaning as synonyms and antonyms [for example, big, large, little].  Year 5/6 spelling lists.	foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht



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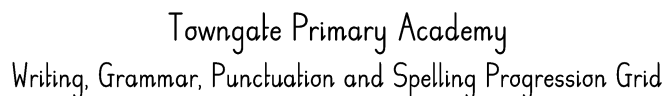
	Spoken Language							
In our curriculum, we promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. We ensure that all pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Children need to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. We are aiming for our children to be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.								
	Listen and respond	Ask questions to extend understanding	Use strategies to build vocabulary	Articulate ideas, answers, arguments and opinions, offer hypothesis or imagining	Structure descriptions/explanations/narratives for varied purposes and to express feelings	Maintain attention and participate in collaborative conversations, discussions, performances and presentations	Speak audibly and fluently using Standard English, gaining and maintaining the interest of the listener	Select and use the appropriate registers to communicate effectively
EYFS	<p>Early learning goal – listening and attention</p> <p>Children listen attentively in a range of situations.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments,</p>	<p>Early learning goal – understanding</p> <p>Children follow instructions involving several ideas or actions.</p> <p>They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p>	<p>To engage in dialogue with adults to learn and use new vocabulary</p>	<p>Verbally respond to simple sentences.</p>	<p>Use simple descriptions verbally to describe objects / themselves or others</p>	<p>To begin to recognise when it is their turn to speak.</p> <p>To use imaginative talk to support role play</p>	<p>Early learning goal – speaking</p> <p>Children express themselves effectively, showing awareness of listeners’ needs.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations</p>	<p>To show an awareness of speaking to peers in contrast to adults</p>

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	Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group					opinion based on what has been heard  Perform to wider audiences combining words, gestures and movement  Participate in debates, following appropriate etiquette, and conventions	Can articulate thoughts clearly when presenting to a range of audiences  Can adopt a formal / informal tone as appropriate to the situation	
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