

Progression in word structure/language

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Engage in storytimes. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Introduce: Determiners The, a, my, your, an, this, that, his, her, their, some, all</p> <p>Prepositions Up, down, in, into, out, to, onto</p> <p>Adjectives Old, little, big, small, quiet</p>	<p>Consolidate EYFS</p> <p>Introduce: Determiners Lots of, many, more, those, these</p> <p>Prepositions Inside, outside, towards, across, under</p> <p>Adjectives To describe</p> <p>Alliteration</p> <p>Similes Using as....as.... e.g. as tall as a house</p> <p>Precise, clear language to give information</p> <p>Regular plural noun suffixes –s or –es</p> <p>Suffixes that can be added to verbs – er, ing, ed</p> <p>Prefix –un changes the meaning of verbs and adjectives</p>	<p>Consolidation of Year 1</p> <p>Introduce: Prepositions Behind, above, along, before, between, after</p> <p>Alliteration</p> <p>Similes using...like...</p> <p>Two adjectives to describe a noun</p> <p>Adverbs for description</p> <p>Adverbs for information</p> <p>Generalisers for information Some cats, most dogs</p> <p>Formation of nouns using suffixes such as – ness, -er</p> <p>Formation of adjectives Using suffixes such as – ful, -less</p> <p>Use of suffixes –er and –est to form comparisons of adjectives and adverbs</p>	<p>Consolidation of Year 2</p> <p>Introduce: Determiners Use of ‘a’ or ‘an’ according to whether the next word begins with a vowel</p> <p>Prepositions Next to, by the side of, in front of, during, through, throughout, because of</p> <p>Powerful verbs Boastful language</p> <p>More specific/technical vocabulary to add detail</p> <p>Nouns formed from prefixes e.g. auto, super, anti</p> <p>Word families based on words e.g. teacher-teach, beauty-beautiful</p>	<p>Consolidation of Year 3</p> <p>Introduce: Prepositions At, underneath, since, towards, beneath, beyond</p> <p>Conditionals Could, should, would</p> <p>Comparative and superlative adjectives</p> <p>Proper nouns</p> <p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for Verb inflections instead of local spoken forms (We were instead of we was)</p>	<p>Consolidation of Year 4</p> <p>Introduce: Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words e.g. someone, somewhere</p> <p>Develop use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes e.g. –ate, -ise, -ify</p> <p>Verb prefixes e.g. dis-, de-, mis-, over- and re-</p>	<p>Consolidation of ALL Years</p> <p>Build in literary features to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p> <p>How words related as synonyms and antonyms e.g. big/large/little</p>