## **Bishops Down Primary School**

## KS1/2 Progression of objectives to be covered for GPS

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	To leave spaces between	To leave spaces between	To leave spaces between	To use the term sentence	To continue demarcating	Through reading and writing
	words	words	words	appropriately	sentences when writing,	to reinforce knowledge of the
To leave spaces between words					ending a sentence with a full	term sentence
Recognise capital letters and full	Recognise capital letters and	Begin to use full stops to	Recognise full stops and	To identify sentences within	stop	
stops when reading and name	full stops when reading and	demarcate sentences	capital letters when reading	text i.e. those demarcated by		To continue demarcating
them correctly	name them correctly		and understand how they	capital letters and full stops	To use capital letters for the	sentences when writing,
		To use a capital letter for the	affect the way a passage is		personal pronoun I, for names	ending a sentence with a full
Begin to use the term sentence	Begin to use the term sentence	personal pronoun and the start of a sentence	read	To continue demarcating sentences when writing,	and for the start of a sentence	stop
Know that a line of writing is not			To continue demarcating	ending a sentence with a full	To recognise other common	To recognise other common
necessarily a sentence	Know that a line of writing is	To join words and join	sentences when writing,	stop	uses of capitalisation e.g. for	uses of capitalisation e.g. for
Design to use full stores to	not necessarily a sentence	sentences using 'and'	ending a sentence with a full		personal titles, headings, book	personal titles, headings, book
Begin to use full stops to demarcate sentences			stop	To recognise other common	titles, emphasis, days of the	titles, emphasis, days of the
				uses of capitalisation e.g. for	week	week
To use a capital letter for the			To join words and join	personal titles, headings, book		
personal pronoun and the start of			sentences using 'and'	titles, emphasis, days of the	To add question marks to	To add question marks to
a sentence				week	questions	questions
To join words and join sentences				To join words and join	To use exclamation marks	To use exclamation marks
using 'and'				sentences using 'and'	within	within
Recognise full stops and capital letters when reading and understand how they affect the way a passage is read				To add question marks to questions		
To constitute domentation				To use exclamation marks		
To continue demarcating sentences when writing, ending a				within		
sentence with a full stop						
To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week						
To add question marks to questions						
To use exclamation marks within						
Through reading and writing to reinforce knowledge of the term sentence						
Terminology for pupil	Letter, Capital letter, Word, Sing	u gular, Plural, Sentence, Punctuatio	n, Full Stop, Question Mark, Exclai	mation Mark	<u> </u>	<u> </u>

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Year 2	To use capital letters, full					
To use capital letters, full stops,	stops, question marks and					
question marks and exclamation	exclamation marks to					
marks to demarcate sentences,	demarcate sentences,	demarcate sentences,	demarcate sentences,	demarcate sentences,	demarcate sentences,	demarcate sentences,
including in the use of Proper	including in the use of Proper	including in the use of Proper	including in the use of Proper	including in the use of Proper	including in the use of Proper	including in the use of Proper
Nouns.	Nouns.	Nouns.	Nouns.	Nouns.	Nouns.	Nouns.
To identify nouns within contanges						
To identify nouns within sentences	To identify nouns within	To be able to expand nouns	To be able to expand nouns	To use correct choice and	To use correct choice and	Selecting correct punctuation
To use nouns accurately within	sentences	phrases for description and	phrases for description and	consistent use of present and	consistent use of present and	to end a sentence. (!?.)
sentences	sentences					to end a sentence. (::.)
sentences	<b>T</b>	specification	specification	past tense throughout writing.	past tense throughout writing.	
To know and use Proper Nouns	To use nouns accurately			To use the progressive form of	To use the progressive form of	
	within sentences	To know what an adjective is	To use correct choice and	verbs in the present and past	verbs in the present and past	To use apostrophes to mark
To be able to expand nouns		To identify adjectives within	consistent use of present and	tense to mark actions in	tense to mark actions in	where letters are missing in
phrases for description and	To know and use Proper	sentences	past tense throughout writing.	progress (e.g. she is	progress (e.g. she is	spelling and to mark singular
specification	Nouns	To use adjectives accurately	To use the progressive form of	drumming, he was shouting).	drumming, he was shouting).	possession in nouns.
		within sentences	verbs in the present and past			
To use subordination within	To be able to expand nouns		tense to mark actions in	To use apostrophes to mark	To use apostrophes to mark	
sentences (when, if, that, because)	phrases for description and		progress (e.g. she is	where letters are missing in	where letters are missing in	To use commas to separate
and co-ordination (or, and, but)	specification	To use subordination within	drumming, he was shouting).	spelling and to mark singular	spelling and to mark singular	items in a list
for description and specification		sentences (when, if, that,	,	possession in nouns.	possession in nouns.	
To be an under the state of	To use subordination within	because) and co-ordination	To know what a verb is			
To know what an adjective is	sentences (when, if, that,	(or, and, but) for description	To identify verbs within			
To identify adjectives within sentences			-	To use commente concete		
To use adjectives accurately within	because) and co-ordination	and specification	sentences	To use commas to separate	<b>T</b>	
sentences	(or, and, but) for description		To use verbs accurately within	items in a list	To use commas to separate	
Sentences	and specification		sentences		items in a list.	
To know how the grammatical		To know how the grammatical	To write sentences with			
patterns in a sentence indicate its		patterns in a sentence	subject-verb agreements			
function as a statement, question,		indicate its function as a	To correct sentences with			
exclamation or command		statement, question,	subject/verb agreements that			
		exclamation or command	are incorrect			
To be able to expand nouns						
phrases for description and			To know how the grammatical			
specification			patterns in a sentence			
			indicate its function as a			
To use correct choice and			statement, question,			
consistent use of present and past			exclamation or command			
tense throughout writing. To use the progressive form of verbs in						
the present and past tense to						
mark actions in progress (e.g. she						
is drumming, he was shouting).						
с, с, с,						
To know what a verb is						
To identify verbs within sentences						
To use verbs accurately within						
sentences						
To write sentences with subject-						
verb agreements						
To correct sentences with						
subject/verb agreements that are						
incorrect						
To use apostrophes to mark where						
letters are missing in spelling and						
to mark singular possession in						
nouns.						
	L	1	1	1	1	

To use commas to separate items in a list						
Selecting correct punctuation to end a sentence. (!?.)						
Vocabulary	To know the vocabulary taught i	-	l, Compound, Adjective, Verb, Sufi	fix Adverth Tense (nast/present)	Anostrophe Comma	
Year 3	To express time, place and cause using conjunctions (e.g.	To express time, place and cause using conjunctions (e.g.	To express time, place and cause using conjunctions (e.g.	To express time, place and cause using conjunctions (e.g.	To introduce paragraphs as a way to group related material	To introduce paragraphs as a way to group related material
To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs or prepositions (e.g. before, after, during, in, because of)	when, before, after, while, so, because), adverbs or prepositions (e.g. before, after, during, in, because of)	when, before, after, while, so, because), adverbs or prepositions (e.g. before, after, during, in, because of)	when, before, after, while, so, because), adverbs or prepositions (e.g. before, after, during, in, because of)	when, before, after, while, so, because), adverbs or prepositions (e.g. before, after, during, in, because of)	To use headings and subheadings to aid presentation	To use headings and subheadings to aid presentation
To introduce paragraphs as a way to group related material To use headings and subheadings to aid presentation	To understand what conjunctions are and be able to use them within writing independently	To understand what adverbs are and be able to use them within writing independently	To understand what prepositions are and be able to use them within writing independently	To introduce paragraphs as a way to group related material To use headings and subheadings to aid	To use the present perfect form of verbs instead of the simple past	To use the present perfect form of verbs instead of the simple past
To use the present perfect form of verbs instead of the simple past To use inverted commas and other punctuation to indicate direct speech				presentation		
Vocabulary	To know vocabulary taught in ye		ordinata Clausa Diract Speach C	ancapant Latter Vowel Vowelle	ttar Invarted Commos	
			ordinate Clause, Direct Speech, Co			· · · · ·
Year 4 To use noun phrases expanded by the addition of modifying	To use paragraphs to organise ideas around a theme	To use paragraphs to organise ideas around a theme	To use paragraphs to organise ideas around a theme	To use paragraphs to organise ideas around a theme	To use paragraphs to organise ideas around a theme	To use paragraphs to organise ideas around a theme
adjectives, nouns and preposition phrases	To use noun phrases expanded by the addition of	To use the appropriate choice of the pronoun or noun within	To use noun phrases expanded by the addition of	To use inverted commas and other punctuation to indicate	To use noun phrases expanded by the addition of	To use inverted commas and other punctuation to indicate
To use fronted adverbials	modifying adjectives, nouns and preposition phrases	and across sentences to aid cohesion and avoid repetition	modifying adjectives, nouns and preposition phrases	direct speech To use the term inverted	modifying adjectives, nouns and preposition phrases	direct speech To use the term inverted
To use paragraphs to organise ideas around a theme To use the appropriate choice of the pronoun or noun within and across sentences to aid cohesion	To develop adjective use ensuring that the correct tone is achieved through vocabulary choices		To develop the use of prepositional phrases to develop continuity and placement of ideas within	commas To know the basic conventions of speech punctuation through:	To develop the use of nouns to ensure that consistency and clarity is achieved throughout writing	commas To know the basic conventions of speech punctuation through:
and avoid repetition. To use inverted commas and other punctuation to indicate direct speech.	To use fronted adverbials To know what adverbial openers are and use them independently within writing		writing To know what a pronoun is To be able to select pronouns for use within sentences	-beginning to use in own writing -using capital letters to mark the start of direct speech	To use fronted adverbials To know what adverbial openers are and use them independently within writing	-beginning to use in own writing -using capital letters to mark the start of direct speech
To use apostrophes to mark singular and plural possession.	To use commas after fronted adverbials		To be able to use pronouns within sentences	To use apostrophes to mark singular and plural possession	To use commas after fronted adverbials	To use apostrophes to mark singular and plural possession
To use commas after fronted adverbials.						
Vocabulary	To know vocabulary taught in ye Determiner, Pronoun, Possessive		1	1	1	1

Year 5	To use devices to build	To use devices to build	To use devices to build	To use devices to build	To use devices to build	To use devices to build
	cohesion within a paragraph	cohesion within a paragraph	cohesion within a paragraph	cohesion within a paragraph	cohesion within a paragraph	cohesion within a paragraph
To use relative clauses beginning with, who, which, where, when,						
whose, that or an omitted relative	To use relative clauses	To be able to identify formal	To link ideas across	To be able to identify formal	To be able to identify formal	To be able to identify formal
pronoun	beginning with, who, which,	and informal voice	paragraphs using adverbials of	and informal voice	and informal voice	and informal voice
	where, when, whose, that or	To be able to change between	time, place and number or	To be able to change between	To be able to change between	To be able to change between
To indicate degrees of possibility	an omitted relative pronoun	formal and informal voice	tense choices	formal and informal voice	formal and informal voice	formal and informal voice
using adverbs or modal verbs		depending on the style of		depending on the style of	depending on the style of	depending on the style of
	To indicate degrees of	writing	To use brackets, dashes or	writing	writing	writing
To use devices to build cohesion	possibility using adverbs or		commas to indicate			
within a paragraph	modal verbs	To use commas to avoid	parenthesis	To use relative clauses	To link ideas across	To use commas to avoid
To link ideas across paragraphs		ambiguity and to clarify		beginning with, who, which,	paragraphs using adverbials of	ambiguity and to clarify
using adverbials of time, place and	To use brackets, dashes or	meaning	To be able to identify dashes	where, when, whose, that or	time, place and number or	meaning
number or tense choices	commas to indicate		within writing	an omitted relative pronoun	tense choices	
	parenthesis		To understand the purpose of			
To use brackets, dashes or			dashes within writing	To indicate degrees of	To use brackets, dashes or	
commas to indicate parenthesis	To be able to identify brackets		To use dashes accurately	possibility using adverbs or	commas to indicate	
To use commas to avoid ambiguity	within writing		within writing	modal verbs	parenthesis	
and to clarify meaning	To understand the purpose of					
and to claimy meaning	brackets within writing			To use commas to avoid	To be able to understand the	
	To use brackets accurately			ambiguity and to clarify	purpose of commas within	
	within writing			meaning	writing	
	To use brackets within					
	complex sentences					
Vocabulary	To know vocabulary taught in ye					
		Relative Clause, Parenthesis, Brack		[		[
Year 6	To link ideas across	To link ideas across	To link ideas across	To link ideas across	To link ideas across	To link ideas across
To use the passive to affect the	paragraphs using a wider	paragraphs using a wider	paragraphs using a wider	paragraphs using a wider	paragraphs using a wider	paragraphs using a wider
presentation of information within	range of cohesive devices:	range of cohesive devices:	range of cohesive devices:	range of cohesive devices:	range of cohesive devices:	range of cohesive devices:
a sentence	repetition of a word or	repetition of a word or	repetition of a word or	repetition of a word or	repetition of a word or	repetition of a word or
	phrase, grammatical	phrase, grammatical	phrase, grammatical	phrase, grammatical	phrase, grammatical	phrase, grammatical
To know the different between	connections and ellipsis	connections and ellipsis	connections and ellipsis	connections and ellipsis	connections and ellipsis	connections and ellipsis
structures typical of informal						
speech and structures appropriate	To understand the term active	To know the different			To use the colon to introduce	To use the colon to introduce
for formal speech and writing or the use of subjunctive forms	and passive; begin able to	between structures typical of	To understand the term active	To know the different	a list and use of semi-colons	a list and use of semi-colons
	transform a sentence from	informal speech and	and passive; begin able to	between structures typical of	within lists	within lists
To link ideas across paragraphs	active to passive and vice	structures appropriate for	transform a sentence from	informal speech and		
using a wider range of cohesive	versa	formal speech and writing or	active to passive and vice	structures appropriate for	To use bullet points to list	To use bullet points to list
devices: repetition of a word or		the use of subjunctive forms	versa	formal speech and writing or	information. To use hyphens	information. To use hyphens
phrase, grammatical connections	To use the passive to affect		To use the passive to affect	the use of subjunctive forms	to avoid ambiguity.	to avoid ambiguity.
and ellipsis	the presentation of	To use layout devices –	the presentation of			
To use loveut devices the div	information within a sentence	headings, subheadings,	information within a sentence	To use layout devices –	To revise work on complex	
To use layout devices – headings,	To understand what active	colons, bullets, tables	To understand what active	headings, subheadings,	sentences:	
			and passive voice means	colons, bullets, tables		
subheadings, colons, bullets,	and passive voice means		and passive voice means	coloris, bullets, tubles		
	To understand the difference	To investigate connecting	To understand the difference		Identifying main clauses	
subheadings, colons, bullets,		To investigate connecting words and phrases	•	To use the colon to introduce	Identifying main clauses	
subheadings, colons, bullets, tables	To understand the difference		To understand the difference		Identifying main clauses Ways of connecting clauses	

To use the colon to introduce a list and use of semi-colons within lists To use bullet points to list information. To use hyphens to avoid ambiguity.	impersonal voice within writing To use using an active and passive voice and be able to change between type of voice	To be able to identify subordinating connectives and their use within sentences To be able to write sentences using subordinating connectives To be able to insert subordinating connectives within sentences	impersonal voice within writing	To use bullet points to list information. To use hyphens to avoid ambiguity. To revise work on complex sentences: Identifying main clauses Ways of connecting clauses Constructing complex sentences	Constructing complex sentences	
Vocabulary	To know vocabulary taught in year 1, 2, 3, 4 and 5. Subject, Object, Active, Passive, Synonym, Antonym, Ellipsis, Hyphen, Colon, Semi-colon, Bullet points					