

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Learning	<ul style="list-style-type: none"> Add word endings to verbs where no spelling change is needed to the root word, e.g. <i>helping, helped, helper.</i> Compose and sequence their own sentences to write short narratives. Write in different forms with simple text type features, e.g. <i>instructions, narratives, recounts and information texts.</i> 	<ul style="list-style-type: none"> Select, generate and effectively use verbs. Explore the progressive form of verbs in the present tense, e.g. <i>she is drumming</i> and past tense, e.g. <i>he was shouting</i> to mark actions in progress. Use past tense for narratives, recounts and historical reports. Use present tense for non-chronological reports and persuasive adverts. Use specific text type features to write for a range of audiences and purposes, e.g. <i>to instruct, inform, entertain, explain and persuade.</i> 	<ul style="list-style-type: none"> Explore, identify and create complex sentences using a range of conjunctions, e.g. <i>when, before, after, while, until, since, as, because, if, so, although.</i> Use perfect form of verbs using have and has to indicate a completed action, e.g. <i>He has gone out to play (present perfect) instead of he went out to play (simple past).</i> 	<ul style="list-style-type: none"> Explore, identify and use Standard English verb inflections for writing, e.g. <i>We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</i> Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes, e.g. <i>pollen (noun) and -ate = pollinate (verb).</i> 	<ul style="list-style-type: none"> Ensure consistent subject and verb agreement. Explore, collect and use modal verbs to indicate degrees of possibility, e.g. <i>might, could, shall, will, must.</i> Ensure consistent and correct use of tense throughout a piece of writing. 	<ul style="list-style-type: none"> Explore and investigate active and passive, e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i> Use active and passive voice to achieve intended effects, e.g. <i>formal reports, explanations and mystery narrative.</i> Explore, collect and use subjunctive forms for formal speech and writing, e.g. <i>If I were able to come to your party, I would; The school requires that all pupils be honest.</i> Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause, e.g. <i>I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).</i>
Terminology for Pupils (words in red are non-statutory)	sentence past verb	suffix verb tense (past, present)	present perfect simple past	Standard English cohesion verb form	modal verb cohesion	active, passive subjunctive past perfect future perfect present and past progressive auxiliary verb