Super 6 Progression at CTK

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tense	Use past, present and future forms accurately when **talking** about events that have happened or are to happen in the future.	joining clauses with the same tense.	correct choice and consistent use of present and past tense throughout writing; use of the progressive form of verbs in the present and past tense to mark actions in progress 'sifting the shells', time was running short'	use of present perfect instead of simple past 'she has noticed', 'I have been there before'	standard English form of verbs (was/were)	use of modal verbs; 'would have noticed', 'she will reach safety'' she would be back'	use of past perfect as a cohesive device ' she had calculated', 'she had only found' use of passive form 'she was cut off', ' she was hurled back against the rock', 'covered at once by the sea' exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (tense) ▪'She would be back, she insisted, when she had finished collecting enough shells' ▪'She would have noticed the white horses gathering out at sea'
Description / vocabulary	*simple sentences 'the cloud' (NS)*	*joining clauses using 'and' 'the shells and the rocks' (NS)*	expanded noun phrases for description and specification 'the white horses'	provide detail with preposition phrases ' the white horses gathering out at sea'	noun phrases expanded by the addition of modifying adjectives, nouns and preposition	add detail using relative clauses 'the winding track that would take her up to the cliff path and safety'	expanded noun phrases to convey complicated information concisely (use of hyphens to avoid

| | | | | | phrases 'the dark grey bank of cloud rolling in from the Atlantic' | 'the sea, sucked back into the Atlantic for a brief moment, revealed…' | ambiguity) 'beast-like waves pounded the sharp-edged rocks below the surface of the ocean'

•**Y6 GDS:** selection of e.g. literary language; exercise control over formality by manipulating vocabulary |
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| Paragraphs | | | | **Begin** to use paragraphs that are group related ideas (linked to sub-headings appropriately in non-fiction); use conjunctions, adverbs and prepositions to provide information about 'when' 'where' and 'how' things happen | paragraphs are used to **organise** ideas (detail provided by noun phrases) around a theme; cohesion **within** paragraphs is created through the use of fronted adverbials, and appropriate choice of nouns and pronouns to avoid repetition | use a wide range of devices to build cohesion **within** a paragraph (e.g. adverbs then, at last, later) and **link** ideas **across** paragraphs using adverbials of time, place and number or tense choices '**had'** | Y6 EXS: use a **wider range** of cohesive devices to link ideas **across** paragraphs, e.g. repetition of a word of phrase, grammatical connections (e.g. adverbials such as *on the other hand*, *in contrast* or *as a consequence*) and ellipsis; different layout devices are used to structure text in non-fiction

•**Y6 GD** –exercise an assured and conscious control over levels of formality, |

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							particularly through manipulating grammar (cohesion)
Cohesion	orally develop own narratives and explanations by connecting ideas and events	joining words and clauses using 'and'; sequencing sentences to form short narratives	use of subordination and co-ordination (to join clauses) 'she did look up then and saw that the sea was angry, but saw no threat in that and did not look back'	use conjunctions, adverbs and prepositions to express time; group related material in paragraphs **'When** the clouds cut off the warmth *from the sun* **as** evening came on **and** the sea turned grey, she shivered *with cold*' 'dug feverishly'	extend the range of multi-clause sentences; organise paragraphs around a theme; use commas after fronted adverbials 'for many moments,' 'in a confusion of wonder and fear,'	use a wide range of devices to build cohesion within a paragraph (e.g. adverbs then, at last, later) and link ideas across paragraphs using adverbials of time, place and number or tense choices 'that **had** gathered… out in the Atlantic' 'she knew her moment **had** come'	use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word of phrase, grammatical connections (e.g. adverbials) and ellipsis Had she not been so immersed in her search, sifting the shells through her fingers, **she would have noticed** the dark grey bank of cloud rolling in from the Atlantic. **She would have noticed** the white horses gathering out at sea' •**Y6 GD** –exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion) 'Thenshe realised

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							at last that the sea **had** undergone a grim metamorphosis.'
Sentence structure	write simple sentences that can be read by themselves or others	how words can combine to make sentences (simple) The beach is golden. Warm waves crash.	subordination (when, if, that, because), and co-ordination (using or, and, but) There is a breeze that is salty. My feet are warm because of the water. There is warm water and a golden beach.	expressing time, place and cause using conjunctions, adverbs and prepositions Warm water laps quietly at your feet and a breeze whips across your face.	use of fronted adverbials As the sun rises, warm water laps at your feet.	relative clauses (beginning with who, which, where, when, whose, that) The warm water, which laps at your feet, gently tickles your toes.	use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing
Punctuation	To write simple sentences	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items on a list. Apostrophes for missing letters and to mark singular possession in nouns.	Introduction of inverted commas to punctuate speech	Use of inverted commas and commas after reporting clauses to indicate direct speech. Apostrophes for plural possession. Use of commas after fronted adverbials.	Brackets, dashes and commas to indicate parenthesis. Use of comes to clarify meaning or to avoid ambiguity.	Use of the semi-colon, colon and dash to mark the boundary between independent clauses. Use of a colon to introduce a list and semi-colons within lists. Punctuation of bullet points to list information.

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							Hyphens to avoid ambiguity. **GDS:** Use the full range of punctuation, when necessary, to enhance meaning and avoid ambiguity.