



Verb Progression

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Vocabulary: verb, tense.</p> <p>Identify verbs as “actions” (e.g. run, jump, play).</p> <p>Begin to recognise verbs that describe being or having (is, are, have).</p> <p>Experiment with using verbs in simple present tense orally and in writing (e.g. The cat runs).</p> <p>Begin to use simple past tense orally (e.g. She jumped).</p> | <p>Vocabulary: past tense, present tense.</p> <p>Identify verbs within a sentence.</p> <p>Distinguish between past and present tense forms (e.g. She walks / She walked).</p> <p>Begin to change verbs from present into past and vice versa.</p> <p>Use verbs accurately in present and past tense to show time in writing.</p> | <p>Vocabulary: present tense, past tense</p> <p>explain and identify the simple present tense</p> <p>explain and identify the simple past tense</p> <p>conjugate verbs in the simple past tense</p> <p>use the simple past tense effectively in my writing</p> <p>carefully use effective verbs in my writing collected from my wider reading</p> <p>Vocabulary: review terms and auxiliary verbs and perfect tense</p> <p>explain the difference the present tense and the past tense</p> <p>identify the verbs, <i>to be and to have</i> as auxiliary verbs</p> <p>form the perfect tense using auxiliary verbs</p> <p>use the present perfect tense in place of the simple past tense</p> | <p>Vocabulary: review terms</p> <p>identify verbs in a sentence</p> <p>explain that <i>to be</i> is a verb and describes a state of being</p> <p>explain that <i>to have</i> is a verb</p> <p>Vocabulary: review terms and Standard English</p> <p>identify verbs written using Standard English</p> <p>I can identify verbs written using local spoken forms of English</p> <p>I can correctly use Standard English in my writing</p> | <p>Vocabulary: review terms and modal verbs</p> <p>I can identify modal verbs</p> <p>I can explain degrees of possibility using modal verbs</p> <p>I can effectively use modal verbs in my writing to suggest degrees of possibility</p> <p>Vocabulary: review terms</p> <p>I can identify adverbs that suggest degrees of possibility (<i>ie. Perhaps, surely</i>)</p> <p>I can use adverbs within my writing to suggest degrees of possibility</p> | <p>Vocabulary: review terms and subject, object, active voice and passive voice</p> <p>I can identify the subject, verb and object in a sentence</p> <p>I can identify an active voice sentence</p> <p>I can identify a passive voice sentence</p> <p>I can explain how to form a passive voice sentence</p> <p>I can explain when a passive voice sentence is effective</p> <p>I can turn an active voice sentence into a passive voice sentence</p> <p>I can create a passive voice sentence</p> |



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