



Progression in Grammar (punctuation, sentence construction, word classes, text cohesion + terminology)

(Developed with reference to Pie Corbett's *Teaching Guide for Progression in Writing by Year* (Oct 2013) / Primary Ed consultancy *Progression in Grammar* documents / Programmes of study for 'Writing – vocabulary, grammar and punctuation' to English Appendix 2.) Statutory terminology NC2014 is highlighted in red; this *may* have been introduced in preceding years but the year it becomes statutory is shown by the highlight in relevant year group.

Reception

Word Classes (YR)	Punctuation (YR)	Sentence Construction (YR)	Text (YR)	Terminology (YR)
<p>Know and use the term letter.</p> <p>Know and use the term word.</p> <p>Know and use the term sentence.</p>	<p>Begin to use capital letters to start a sentence.</p> <p>Begin to separate words with finger spaces.</p> <p>Begin to show an awareness of full stops when reading and begin to use them to demarcate sentences in writing. - children know to pause for breath when reading sentences ending with full stops.</p> <p>Begin to recognise question marks and exclamation marks used to demarcate sentences. - know that an exclamation mark can be used to show shouting, anger, surprise (when reading initially)</p>	<p>Begin to recognise how words can combine to make a single clause sentences.</p>	<p>Attempting writing for a variety of purposes.</p>	<p>Letter/capital letter</p> <p>Word</p> <p>Sentence</p> <p>Full stop</p> <p>Question mark</p> <p>Exclamation mark</p>

Year 1 (consolidation of previous years plus...)

Word Classes (Y1)	Punctuation (Y1)	Sentence Construction (Y1)	Text (Y1)	Terminology (Y1)
<p><u>Use</u> expanded noun phrases in writing</p> <ul style="list-style-type: none"> - adding an adjective to describe the noun (The blue butterfly) - adding a preposition to describe where the noun is in time or space (the butterfly in the garden) <p>Know and use the term adjective for describing words</p> <ul style="list-style-type: none"> - identify and adjective within a single clause sentence (the beautiful princess smiled kindly) <p>Correct <u>use</u> of simple prepositions in writing</p> <ul style="list-style-type: none"> - <i>inside, outside, towards, across, under...</i> <p>Correct <u>use</u> of some determiners in writing</p> <ul style="list-style-type: none"> - <i>the, a, an, my, your, this, that, his, her, their, some, all, lots of, many, more, those, these</i> <p>Use words to describe actions (adverbs) in writing.</p> <ul style="list-style-type: none"> - I ran to the shop quickly. <p>Know the term plural means 'more than one' and that sometimes plural nouns can have different endings.</p> <ul style="list-style-type: none"> - add suffix 's' or 'es' to regular plurals (eg dogs) 	<p>Use capital letters to begin a sentence.</p> <p>Separation of words with spaces.</p> <p>Use capital letters for the names of people, places, months and days of the week (proper nouns).</p> <p>Capital letters for personal pronoun I.</p> <p>Show an awareness of full stops when reading and begin to use them to demarcate sentences in writing.</p> <ul style="list-style-type: none"> - children know to pause for breath when reading sentences ending with full stops. <p>Begin to use question marks and exclamation marks to demarcate sentences.</p> <ul style="list-style-type: none"> - know that an exclamation mark can be used to show shouting, anger, surprise 	<p>How words can combine to make sentences.</p> <ul style="list-style-type: none"> - write simple, grammatically correct sentences (The princess lives in a huge castle). <p>Joining words and joining clauses using co-ordinating conjunctions and, but, or, so to make sentences with more than one clause.</p> <ul style="list-style-type: none"> - join nouns or adjectives using 'and' (I have fish and chips for supper). - use 'and' to join to main clauses (The old man walked to the top of the hill and then he walked back down again). - Spider can be small or they can be large. - Charlie hid but Sally found him. - It was raining so they they put on their coats. <p>Beginning to join using other conjunctions</p> <ul style="list-style-type: none"> - <i>because, that, while, when, where</i> <p>Use questions within narrative.</p> <ul style="list-style-type: none"> - Where are you going? asked the princess. 	<p>Sequencing sentences to form short narratives (identifying past/present tense)</p>	<p>Consolidate all previous and introduce (if not yet done so):</p> <p>letter, capital letter / upper and lower case consonant vowel</p> <p>word, singular, plural</p> <p>sentence punctuation, full stop, question mark, exclamation mark</p> <p>Noun</p> <p>Verb</p> <p>Adjective</p> <p>Alphabet</p> <p>Apostrophe</p> <p>Contraction</p> <p>Conjunction</p> <p>Past tense (<i>Yesterday, I..</i>)</p> <p>Present tense (<i>Today I...</i>)</p>

Word Classes (Y1)	Punctuation (Y1)	Sentence Construction (Y1)	Text (Y1)	Terminology (Y1)
<p>Use the pronouns I, he and she to avoid repeating nouns. - My best friend is Katie. She likes swimming.</p> <p>Suffixes - where no change in root word spelling is needed (helping, helped, helper)</p> <p>Prefix un - changes to meaning of verbs and adjectives to negative (unkind, untie)</p>	<p>Know that a contraction is two words joined together with an apostrophe.</p> <ul style="list-style-type: none"> - show an awareness and understanding of contractions when reading. Know which words have been joined and which letters omitted, shown by apostrophe. <p>Introduced to speech bubbles</p>	<p>Use of precise language for information</p> <ul style="list-style-type: none"> - First, switch on... Next, wait until.... 		

Year 2 (consolidation of previous years plus)

Word Classes (Y2)	Punctuation (Y2)	Sentence Construction (Y2)	Text (Y2)	Terminology (Y2)
<p>Use expanded noun phrases which modify the noun to describe and specify.</p> <ul style="list-style-type: none"> - adding an adjective to describe the noun (The blue butterfly) <p>Begin to identify adverbial phrases which modifies and makes verbs more specific.</p> <ul style="list-style-type: none"> - the bus leaves in five minutes (modifies <i>leaves</i>) - Priscilla complained constantly (modifies <i>complains</i>) -Alex forgot to buy easter eggs (modifies <i>forgot</i>) <p>Know and use the term 'common' and 'proper' nouns</p> <ul style="list-style-type: none"> - identify common nouns in sentences (The pencil was on the floor). - identify proper nouns in sentences (Kate went to America). <p>Know and use the term 'verb', identifying it in a sentence.</p> <ul style="list-style-type: none"> - know that every sentence has a verb and spot it (Tom ran quickly up the hill). <p>Investigate the effect of add 'ly' to an adjective.</p> <ul style="list-style-type: none"> - know that adding 'ly' to an adjective can change it into a word describing an action (adverb) (beautiful / beautifully) (and that not all adjectives can become adverbs by adding 'ly' eg fast/ fastly) <p>Investigate the effect of adding 'ness' to adjectives as suffix.</p>	<p>Demarcate sentences using capital letters and full stops accurately.</p> <p>Use question marks and exclamation marks accurately.</p> <p>Use commas to separate items in a list.</p> <ul style="list-style-type: none"> - I went to the shop to buy tea, milk, cheese and butter. - To separate a list of adjectives or adverbs (The beautiful, radiant princess leaned down. She let her hair down quickly, carefully and cautiously). <p>Use apostrophes for contraction and for possession.</p> <ul style="list-style-type: none"> - for omission (have not / haven't) - begin to know some contracted homophones (whose/who's, their/there/they're) - for singular possession including nouns ending in 's' (Kate's hair / Cerys' hair) <p>Experiment with speech punctuation (linked to speech bubbles)</p>	<p>Use sentences with different forms: questions, statement, command, exclamation.</p> <ul style="list-style-type: none"> - a command starts with a verb (Put that down) and ends with either a full stop or exclamation mark. - a statement is a normal sentence containing an observation (It is raining today). - an exclamation (oh no!) <p>Use adjectives, expanded noun phrases and adverbs to add detail to sentences (description/information).</p> <ul style="list-style-type: none"> - The huge, majestic castle in the forest hadn't been lived in for years. - Snow fell gently and covered the cottage in the wood. - Life the pot carefully onto the tray. <p>Use the past and present tense correctly including irregular forms</p> <ul style="list-style-type: none"> - regular forms adding suffix ed (Today I play, yesterday I played) - common irregular forms (run/ran, go/went, am/was) <p>Use the past and present progressive tense forms correctly</p> <ul style="list-style-type: none"> - using the verb 'to be' in present or past and another verb in present (The cake was baking slowly/ The cake is baking slowly). <p>Secure use of co-ordinating</p>	<p>Consolidation of correct and consistent use of present tense and past tense throughout writing.</p> <p>Begin to identify and use difference in layouts for fiction/non-fiction.</p>	<p><u>Consolidate all previous and introduce (if not yet done so):</u></p> <p>noun, noun phrase, common and proper nouns</p> <p>statement, question, exclamation, command</p> <p>compound word, suffix</p> <p>adjective, adverb, verb tense (past, present)</p> <p>apostrophe, comma</p> <p>'speech marks'/inverted commas</p> <p>adverb heading/sub-heading (briefly touch on 'clause' in preparation for Y3)</p>

Word Classes (Y2)	Punctuation (Y2)	Sentence Construction (Y2)	Text (Y2)	Terminology (Y2)
<p>- know that <i>some</i> adjectives can be changed to a noun by adding 'ness' (happy/happiness)</p> <p>Investigate the effect of adding 'er' 'est' as suffix.</p> <p>- to create comparison (big/bigger/biggest)</p> <p>Investigate the effect of adding suffixes such as 'ful' 'less'</p> <p>Begin to use a wider range of pronouns including our, it, mine.</p> <p>Creation of compound words.</p> <p>- whiteboard, superman</p>	<p>- Know that inverted commas ('speech marks') are used around the spoken word and <i>begin</i> to punctuate <i>inside</i> inverted commas correctly ("Stop right there!" the policeman shouted.)</p> <p>- convert speech bubbles to direct speech</p>	<p>conjunctions correctly.</p> <p>- these join two main clauses to make a sentence with two clauses (<i>and, but, so, or...</i>) NB <i>then</i> cannot be used in this way without <i>and</i>.</p> <p>Use more subordinating conjunctions (because, if, that, while, when,) to join a main and subordinate clause.</p> <p>- The boy went to school because he was unwell.</p> <p>- You must listen while you eat.</p> <p>- When the weather is cold in Autumn leaves fall.</p> <p>Begin to spot use of 'who' /'which' to add additional information to a noun (using a relative clause)</p> <p>- The witch, who lived in the cottage, was evil.</p> <p>- The cat, which was ginger, purred quietly.</p> <p>Begin to introduce a wider variety of openers including /ly/ to start sentences</p> <p>- <i>While, When, Sadly, Unfortunately...</i></p> <p>Use conjunctions of time.</p> <p>- to link words or sentences telling when something happens (when, after, before, while)</p>		

Year 3 (consolidation of previous years plus)

 Word Classes (Y3)	Punctuation (Y3)	Sentence Construction (Y3)	Text	Terminology
<p>Recognise and use adverbs/adverbials of time and manner with greater precision.</p> <ul style="list-style-type: none"> - use adverbs of time (<i>when</i>) (Suddenly, the door swung open.) - Use adverbs of manner (<i>how</i>) (The man shouted ferociously at the children.) <p>Use the correct determiner 'an'/'a' according to the noun.</p> <ul style="list-style-type: none"> - The term 'determiner' has replaced the term 'article' in the curriculum. A determiner is a word with no grammatical purpose in a sentence and precedes a noun, eg. an elephant, a bag, the man <p>Know and use the term pronoun</p> <ul style="list-style-type: none"> - identify and use a range of pronouns in sentences (It was late when they left.) - know what words have been replaced by pronoun (The time was late when they left.) <p>Know and use the terms collective noun, common noun, proper noun (touch on abstract noun).</p> <ul style="list-style-type: none"> - identify collective nouns in a sentence, including less well known ones (The troop of monkeys swung through the trees.) <p>Identify word families based on common words</p> <ul style="list-style-type: none"> - solve, solution, dissolve, insoluble 	<p>Use inverted commas accurately to indicate speech and begin to punctuate inside inverted commas accurately.</p> <ul style="list-style-type: none"> - "I'm not sure," she said carefully. - Miss Smith replied, "Neither am I!" <p>Use commas following fronted adverbials.</p> <ul style="list-style-type: none"> - Suddenly, a loud noise pierced the air. <p>Use apostrophes for contraction and possession.</p> <ul style="list-style-type: none"> - know a wide range of contractions including lesser known ones (would've, shan't) - use possessive apostrophe correctly for both single nouns and regular/irregular plurals (boy's, children's) <p>Introduce ellipses to keep reader hanging on.</p> <ul style="list-style-type: none"> - Trembling, he turned to look behind him.... 	<p>Continue to choose and use a wider range of subordinating conjunctions.</p> <ul style="list-style-type: none"> - (when, after, if, although until....) <p>Use and manipulate a greater variety of adverbials to open a sentence including</p> <ul style="list-style-type: none"> - ly openers (Cautiously, she opened the door.) - ing starters (Sighing, she went home). - conjunctions of time (Later that day, she saw him). - prepositions (In a forest, lived a giant). - adverbial phrases showing where, when, how (A few days ago.... At the back.... With a furious glance...) <p>Use multi-clause sentences to express time, place, cause.</p> <ul style="list-style-type: none"> - time, place, cause can be expressed using conjunctions (<i>when, so, because, before, after, while</i>), adverbs (<i>then, next, soon, therefore</i>) and prepositions (<i>before, after, during, in, because of</i>) (Long ago, in a dark prison, a prince was held captive because he refused to marry the evil queen.) <p>Consolidate dropping in a relative clause to add detail</p> <ul style="list-style-type: none"> - who/whom/which/whose/that. - The man, who was cross, shouted. <p>Use the perfect present form.</p> <ul style="list-style-type: none"> - He has gone out to play. 	<p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and sub-headings to aid presentation.</p>	<p>Consolidate all previous and introduce (if not yet done so):</p> <ul style="list-style-type: none"> preposition, conjunction word family, prefix clause, subordinate clause/main clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') pronoun noun (abstract) adverbial (refer to determiner)

<p>Formation of nouns using a range of prefixes.</p> <ul style="list-style-type: none">- super-, anti-, auto- <p>The grammatical difference between plural and possessive s.</p> <ul style="list-style-type: none">- the cat's tail- the cats- it's / its <p>Standard English forms for verb inflections instead of spoken forms</p> <ul style="list-style-type: none">- we were NOT we was- I did NOT I done				
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Year 4 (consolidation of previous years plus)

Word Classes (Y4)	Punctuation (Y4)	Sentence Construction (Y4)	Text (Y4)	Terminology (Y4)
<p>Use the term suffix and identify groups of words with the same suffix.</p> <ul style="list-style-type: none"> - know how suffixes can be grouped into those that make a word plural, change its tense or are a derivative of the root word (teach/teacher) - know some suffixes change the word class whilst others do not (walk/walked/walking are verbs. Walker is a noun and therefore a derivative). <p>Use the term homophone and identify homophones.</p> <ul style="list-style-type: none"> - know and use correctly common homophones (their, they're, there and sea/see) <p>Identify and use words that fit into all four noun categories, and know and use the term 'abstract noun'.</p> <ul style="list-style-type: none"> - I was filled with happiness when school ended. - know how to change adjectives into abstract nouns both by adding suffix 'ness' and removing suffix (beautiful / beauty, happiness / happy) <p>Use the term synonym and antonym correctly and identify less common synonyms and antonyms.</p> <ul style="list-style-type: none"> - synonyms are words with similar <i>meaning</i> (dispute/conflict) - antonyms are words with the opposite meaning (happy/sad) 	<p>Use inverted commas accurately to indicate speech including punctuation inside inverted commas, including where reporting clause is first.</p> <ul style="list-style-type: none"> - "I'm not sure," she said carefully. - Miss Smith replied, "Neither am I!" <p>Use commas following fronted adverbials. Children also now need to recognise this is a phrase (ie no subject doing a verb)</p> <ul style="list-style-type: none"> - All of a sudden, I jumped in the air. <p>Use commas to separate a subordinate clause from a main clause regardless of order.</p> <ul style="list-style-type: none"> - Feeling tired and unwell, I sat down in the armchair. - I sat down in the armchair, feeling tired and unwell. <p>Use apostrophes to mark singular and plural possession.</p> <ul style="list-style-type: none"> - the girl's books - the boys' boots 	<p>Use subordinate clauses to create multi-clause sentences.</p> <ul style="list-style-type: none"> - children should now be using subordinate clauses at the beginning, middle and end of sentences as appropriate/effective - children should be aware of why a clause is subordinate or main (eg it may be subordinate because it doesn't contain a subject. Sprinting along the path at high speed.... Does not specify who or what is sprinting). - include ly/ing/ starters and 'drop in' (relative) clauses begun in earlier years <p>Use noun phrases, including those containing a preposition.</p> <ul style="list-style-type: none"> - a group of words that describe a noun, what it looks like, its position etc (eg, The teacher ... expanded to ...The strict teacher with the curly brown hair) <p>Use both direct and reported speech.</p> <ul style="list-style-type: none"> - direct speech are exact words spoken and contain speech punctuation ("Where are you going on holiday?") -reported speech summarises the words spoken and is often used to keep the text pacey (Tom asked his friend where he was going on holiday). <p>Secure use of a variety of fronted adverbials.</p>	<p>Precise use of paragraphs to organise ideas around specific themes.</p> <p>Appropriate and conscious choice of noun or pronoun across sentences to aid cohesion and avoid repetition.</p>	<p>Consolidate all <u>previous and introduce (if not yet done so)</u>:</p> <p>determiner pronoun, possessive pronoun, adverbial</p> <p>phrase homophone reported speech</p>

Year 5 (consolidation of previous years plus)

Word Classes (Y5)	Punctuation (Y5)	Sentence Construction (Y5)	Text (Y5)	Terminology (Y5)
<p>Identify and use adverbs that indicate degree of possibility.</p> <ul style="list-style-type: none"> - children should know that not all adverbs end in 'ly' and that they have different purposes (time, place, manner) - children should know that some adverbs indicate degrees of possibility (perhaps, maybe) <p>Identify and use modal verbs</p> <ul style="list-style-type: none"> - could, should, would <p>Identify prepositions of time, place, cause.</p> <ul style="list-style-type: none"> - prepositions of time include at (at 12 o'clock), on (on the 12th of January) and in for months/years (in 2016) <p>Group verbs into those that are countable and non-countable.</p> <ul style="list-style-type: none"> - countable nouns are those preceded by a number (1 table, 2 tables) - non countable nouns cannot be preceded by a number (bread, air, ballet) <p>Converting nouns or adjectives into verbs using suffixes.</p> <ul style="list-style-type: none"> - ate, -ise, -ify <p>Verb prefixes.</p> <ul style="list-style-type: none"> - dis, de, mis, over, re (check our spelling lists re this) 	<p>Use commas accurately to separate phrases and clauses.</p> <ul style="list-style-type: none"> - to separate main/subordinate clause/relative clause (Feeling terrified, I opened the door. The wizard, who was old, smiled). <p>Use hyphens correctly to avoid ambiguity</p> <ul style="list-style-type: none"> - a hyphen can link two words together to create a compound word (an ice skate becomes to ice-skate) - a hyphen can change the meaning of a sentence (In the jungle there was a man eating tiger. In the jungle there was a man-eating tiger). <p>Use brackets and commas for parenthesis.</p> <ul style="list-style-type: none"> - parenthesis is when a phrase or word has been added to explain/detail but isn't necessary for meaning , eg The evil pirate (born in 1723) captured several ships. <p>Use ellipsis for effect.</p> <ul style="list-style-type: none"> - to indicate the passing of time, thought or interrupted speech. ("I'm wondering..." Kate said, bemused.) <p>Use a colon to begin a list.</p> <ul style="list-style-type: none"> - In my pencil case there is: a pencil, rubber, pens and food. 	<p>Use relative clauses to create multi-clause sentences, using commas to punctuate.</p> <ul style="list-style-type: none"> - The old wizard, whose name was Gandalf, lifted his wand and pointed. <p>Manipulate the order of sentences.</p> <ul style="list-style-type: none"> - 'ing' powerful openers (Snapping its jaws, the shark lunged). - 'ed' powerful openers (Saddened by the loss of his dog, Jack walked home slowly.) 	<p>Devices to build cohesion across a text.</p> <ul style="list-style-type: none"> - Then, after that, this, firstly 	<p>Consolidate all previous and introduce (if not yet done so):</p> <p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p> <p>Hyphens Colon Countable/non countable verbs</p>

Year 6 (consolidation of previous years plus)

Word Classes (Y6)	Punctuation (Y6)	Sentence Construction (Y6)	Text (Y6)	Terminology (Y6)
<p>(HA) Know and identify the different types of pronouns.</p> <ul style="list-style-type: none"> - Personal replaces a name (<i>I, he, she, they, we</i>) - Possessive indicates ownership (<i>mine, her, his our..</i>) - Relative relates information back to the noun (Michael, who was young, loved football). <p>Identify and use adverbial phrases in writing.</p> <ul style="list-style-type: none"> - an adverbial phrase is a group of words with no verb which describes a verb (<i>With fear and dread</i>, I opened the door. Running as fast as he could, Tom succeeded in capturing the robber). <p>Identify and use prepositions (in phrases) in writing.</p> <ul style="list-style-type: none"> - a prepositional phrase contains a preposition and a noun phrase (We will be back in a few days. In is the preposition and a few days is the noun phrase). <p>Know and identify determiners (previously called articles)</p> <ul style="list-style-type: none"> - easy to identify as they come before a noun (phrase) (the salt, those lovely flowers, whose coat...) <p>Know that adverbs can be grouped into those of time, place, manner and degree.</p> <ul style="list-style-type: none"> - adverbs of time indicate when something happened (suddenly, tomorrow, later). - adverbs of place indicate where something happened (I ran outside) - adverbs of manner describe how something is done (I ran quickly/as fast as I could). 	<p>Use semi-colons to separate main clauses.</p> <ul style="list-style-type: none"> - a semi-colon can replace a conjunction which links two main clauses in a multi-clause sentence but ONLY if they are linked by subject (<i>I was feeling hungry; I'd forgotten my lunch</i>. The semi-colon replaces 'because'). <p>(HA) Use semi-colons to separate items in a list.</p> <ul style="list-style-type: none"> - semi-colons can add clarity (I went to the shop and purchased the following: a packet of mature cheddar cheese; five loaves of bread, thinly sliced; some pepperami and a bottle of milk.) <p>(HA) Use colons to separate boundaries between main clauses.</p> <ul style="list-style-type: none"> - a colon may be used instead of a semi-colon to separate main clauses when the second clause explains, expands or illustrates the first (He got what he worked for: a promotion.) <p>Use dashes to indicate parenthesis.</p> <ul style="list-style-type: none"> - use a dash instead of brackets or commas to indicate parenthesis specifically to make the additional information stand out (You are the one – the only one – I can trust). 	<p>Use multiple clauses in sentences.</p> <ul style="list-style-type: none"> - Through the dark night, which was cloudless and starless, a dark shape, cloaked in mystery, slithered towards the timbered hall. <p>Use the active and passive form for effect.</p> <ul style="list-style-type: none"> - active (subject before verb). The man walked to the shop. - passive (verb comes before subject) The shop was walked to by the man. <p>Use and identify the personal and impersonal form.</p> <ul style="list-style-type: none"> - the personal form contains a personal pronoun (I, we, they, ours, his, mine) - impersonal contains no personal pronoun (It takes a lot of time to decide what trainers to wear.) <p>Use the subjunctive form.</p> <ul style="list-style-type: none"> - If I were... Were they to come in ... (used in very formal writing/speech). <p>Punctuation of bullet points to list information.</p> <p>The following format is the one to follow when teaching bullet points:</p> <ul style="list-style-type: none"> • start each comment with a clear bullet point (not capitalised) • do not use commas or semi-colons to divide each bullet point • do not end the final bullet point with a full stop <p>(NB: Any consistent method is acceptable)</p>	<p>Linking ideas using a wider range of cohesive devices.</p> <ul style="list-style-type: none"> - on the other hand, in contrast, as a consequence. <p>Layout devices.</p> <ul style="list-style-type: none"> - headings, sub-headings, bullets, tables, to structure text. 	<p>Consolidate all previous and introduce (if not yet done so):</p> <p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p> <p>pronoun- personal/possessive/ relative (HA)</p>

