

## Progression in Grammar and Punctuation

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
<b>Basics &amp; Sentence Structure</b>	<p>Write own name.</p> <p>Write labels &amp; captions</p> <p>Begin to form simple sentences</p> <p>Correct letter formation.</p>	<p>Write first &amp; last name with capital letters where needed.</p> <p>How <b>words</b> can combine to make <b>sentences</b>.</p> <p>How and can join <b>words</b> and join <b>sentences</b>.</p> <p>Use other conjunctions to join sentences (e.g. so, but)</p>	<p>Use time abverbs and adverbials (e.g. later, first, in winter, at night)</p> <p>Use <b>subordination</b> (using when, if, that, or because) and <b>coordination</b> (using, and, or, but, so)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <p><b>Sentences</b> with different forms: statement, question, exclamation, command</p> <p>Use of <b>past and present tense</b> as appropriate.</p>	<p>Vary sentence structure by expressing time and cause using:</p> <p><b>conjunctions</b> (e.g. when, before, after, while, because)</p> <p><b>adverbs</b> (e.g. then, next, soon).</p> <p><b>prepositions</b> (e.g. before, after, during, in, because of)</p> <p>Use adverbials of time, place and manner (e.g. at midnight, over the hill)</p> <p>Consistent use of <b>past and present tense</b>, including irregular forms</p>	<p>Vary sentence structure, using different openers (e.g. non-finite subordinate clauses- stumbling through the trees, rooted to the spot)</p> <p>Fronted adverbials (e.g. Tears trickling down his face, James closed the heavy door behind him.)</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition.</p>	<p>Add phrases to make sentences more precise &amp; detailed (e.g. the extremely poisonous dragon, as quickly as possible, fast-growing fortune)</p> <p>Use range of sentence openers consistently, considering their effect.</p> <p>Adapt sentence construction to different text types, purposes &amp; readers.</p> <p>Link clauses in sentences using a range of subordinating and coordinating conjunctions.</p> <p><b>Relative clauses</b> beginning with who, which, where, whose</p> <p>Indicate degrees of possibility using <b>modal verbs</b> (e.g. might, should, will, must) or <b>adverbs</b> (e.g. perhaps, surely)</p> <p>Using verb phrases to create subtle differences (e.g. she began to run, he might have been)</p>	<p>Use subordinate clauses to write complex sentences.</p> <p>Sentence construction manipulated and constructed to add meaning and create subtle differences, including the use of hypothetical and speculative language</p> <p>Use of the <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)</p> <p>Expanded <b>noun</b> phrases to convey complicated information concisely (e.g. the fact that it was raining meant the end of sports day)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the <b>subjunctive</b> in some very formal writing and speech)if he were to be successful, the matter would be resolved.)</p>
<b>Punctuation</b>	<p>Begin to use full stops and capital letters showing understanding of the concept of a sentence.</p>	<p>Separation of <b>words</b> with spaces</p> <p>Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Capital Letters for the names and for the personal <b>pronoun</b></p>	<p>Capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark contracted forms in spelling</p> <p>Introduction of speech marks to <b>punctuate</b> direct speech</p>	<p>Speech marks to <b>punctuate</b> direct speech</p>	<p>Use commas to mark clauses. Use of speech marks to <b>punctuate</b> direct speech</p> <p>Apostrophes to mark singular and <b>plural</b> possession (e.g. the girl's name, the boys' boots)</p> <p>Use of commas after fronted <b>adverbials</b> (e.g. Later that day, I heard the bad news.)</p>	<p>Use direct and reported speech.</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use full range of punctuation correctly; matched to genre. Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma.</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark. Or recover versus re-cover)</p>

<p><b>Text Structure</b></p>		<p>Sequencing <b>sentences</b> to form short narratives</p>	<p>Use standard forms of verbs, e.g. go/went. The consistent use of <b>present tense</b> versus past tense throughout texts.</p> <p>Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. she is drumming, he was shouting)</p>	<p>Correct use of tense.</p> <p>Change verb to improve interest. Experiment with adjectives to create impact.</p> <p>Correctly use verbs in the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person. Introduction to paragraphs as a way to group related material.</p> <p>Headings and sub-headings to aid presentation.</p> <p>Use of the <b>perfect</b> form of <b>verbs</b> to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)</p>	<p>Use adverbs. (Aware that not all adverbs end in ly e.g. fast, often, almost)</p> <p>Use adjectival phrases. (e.g. biting cold wind)</p> <p>Consistently use 1<sup>st</sup> &amp; 3<sup>rd</sup> person correctly. Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> in sentences.</p> <p>Use connectives to link paragraphs. (e.g. however, on the other hand, as the clock struck midnight, from far in the distance)</p>	<p>Use pronouns to avoid repetition.</p> <p>Use basic Standard English, i.e. agreement between verb and noun; consistency of tense; avoid double negative.</p> <p>Devices to build <b>cohesion</b> within a paragraph (e.g. just as, while, around the corner, use of pronouns)</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p> <p>Consistently organise writing into paragraphs.</p>	<p>Use entirely consistent language associated with 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person. Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: semantic <b>cohesion</b> (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as, on the other hand, in contrast or as a consequence), and <b>elision</b> (omission of word or phrase)</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>Paragraphs coherently organised.</p> <p>Use paragraphs to signal change in time, scene, action, mood or person.</p>
<p><b>Terminology</b></p>	<p>Word, sentence, letter, capital letter, full stop</p>	<p>Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>	<p>Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma</p>	<p>word family, conjunction, adverb, preposition, direct speech, inverted commas or speech marks, consonant, vowel, clause, subordinate clause</p>	<p>pronoun, possessive pronoun, adverbial</p>	<p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p>	<p>active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points</p>

Based on Non-Negotiables for writing and the new Draft English Curriculum. Please note that these are the basic expectations for each year group. It will be necessary to consider how to move between year group expectations to ensure secure and consolidated learning as well as challenge. The effective use of sentence grammar in writing and the skill of making choices from a repertoire of grammatical features to create impact is a key element in improving writing.