

## Progression in Grammar and Punctuation

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
<b>Basics &amp; Sentence Structure</b>	Write own name	Write first & last names with capital letters where needed	Use time adverbs and adverbials (eg later, first, in winter, at night)	Vary sentence structure by expressing time and cause using:	Vary sentence structure, using different openers (eg non-finite subordinate clauses – Stumbling through the trees. Rooted to the spot)	Add phrases to make sentences more precise and detailed (eg the extremely poisonous dragon, as quickly as possible, fast growing fortune)	Use subordinate clauses to write complex sentences
	Write labels and captions	How <b>words</b> can combine to make <b>sentences</b>	Use <b>subordination</b> (using when, if, that, or because) and <b>coordination</b> (using and, or, but, so)	<b>conjunctions</b> (eg so, when, before, after, while, because)	Fronted adverbials (eg Tears trickling down his face. James closed the heavy door behind him. Later that day. I heard the bad news)	Use range of sentences openers consistently, considering their effect	Sentence construction manipulated and constructed to add meaning and create subtle differences, including the use of hypothetical and speculative language
	Begin to form simple sentences	Use other conjunctions to join sentences (eg so, but)	Expand noun phrases for description and specification (eg the blue butterfly, plain flour, the man in the moon)	<b>adverbs</b> (eg then, next, therefore, soon)	Appropriate choice of <b>pronouns</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition	Adapt sentence construction to different text types, purposes & readers	Use the <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> (eg I broke the window in the greenhouse versus The window in the greenhouse was broken by me))
	Correct letter formation		How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command	<b>prepositions</b> (eg before, after, during, in, because of)	Consistent use of <b>past and present tense</b> . Including irregular forms	Link clauses in sentences using a range of subordinating and coordinating conjunctions	Expanded <b>noun</b> phrases to convey complicated information concisely (eg the fact that it was raining meant the end of sports day)
			Use of <b>past and present tense</b> as appropriate		Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (eg the teacher expanded to: the strict maths teacher with curly hair)	<b>Relative clauses</b> beginning with who, which, where, whose or an omitted relative pronoun	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the
						Indicating degrees of possibility using <b>modal verbs</b> (eg might, should, will, must) or <b>adverbs</b> (eg perhaps, surely)	

						Using verb phrases to create subtle differences (eg she began to run, he might have been)	use of question tags. Eg 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
<b>Punctuation</b>	Begin to use full stops and capital letters, showing understanding at the concept of a sentence	Separation of <b>words</b> with spaces  Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>  Capital letters for names and for the personal <b>pronoun</b>	Capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>  Commas to separate items in a list  <b>Apostrophes</b> to mark where the letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name)  Introduction of speech marks to <b>punctuate</b> direct speech	<b>Inverted commas</b> to <b>punctuate</b> direct speech	Use commas to mark clauses. Use of speech marks to <b>punctuate</b> direct speech  Apostrophes to mark <b>plural</b> possession (eg the girl's name, the boys' boats)  Use of commas after fronted <b>adverbials</b> (eg Later that day, I heard the bad news)  Use of inverted commas and other punctuation to indicate direct speech (for example a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted "Sit down")	Use direct & reported speech  Brackets, dashes or commas to indicate parenthesis  Use of commas to clarify meaning or avoid ambiguity	Use full range of punctuation correctly; matched to genre  Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example: It's raining; I'm fed up)  Use of the colon to introduce a list and use of semi-colons within lists  <b>Punctuation</b> of bullet points to list information  How hyphens can be used to avoid ambiguity (eg man eating shark versus man-eating shark, or recover versus re-cover)
<b>Text Structure</b>		Sequencing <b>sentences</b> to form short narratives	<b>Correct choice and</b> consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts	Correct use of tense  Change verb to improve interest	Use adverbs (Aware that not all adverbs end in ly eg fast, often, almost)	Use pronouns to avoid repetition  Use basic Standard English, ie agreement between verb &	Use entirely consistent language associated with 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> person. Linking ideas across paragraphs

			<p>Use of <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (eg she is drumming, he was shouting)</p>	<p>Experiment with adjectives to create impact</p> <p>Correctly use verbs in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past (for example: He has gone out to play contrasted with: He went out to play)</p>	<p>Use adjectival phrases (eg 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 pronoun or noun within and across Sentences to add cohesion and avoid repetition</p> <p>Use connecting adverbs to link paragraphs (eg however, on the other hand as the clock struck midnight, from far in the distance)</p>	<p>noun; consistency of tense; avoid double negative</p> <p>Devices to build <b>cohesions</b> within a paragraph (eg just as, while, around the corner, use of pronouns)</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time (eg later), place (eg nearby) and number (eg secondly)</p> <p>Consistently organise writing into paragraphs</p>	<p>using a wider range of <b>cohesive devices</b>: semantic <b>cohesion</b> (eg repetition of a <b>word</b> or phrase), grammatical connections (eg the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence) and <b>ellipsis</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>
<b>Terminology</b>	<b>Word, sentence, letter, capital letter, full stop</b>	<b>Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</b>	<b>Verb, tense (past, present) adjective, adverb, noun, noun phrase, suffix, apostrophe, comma, compound statement, question, exclamation, command</b>	<b>Word family, conjunction, adverb, preposition, inverted commas (or speech marks) consonant, consonant letter, vowel letter vowel, clause, subordinate clause</b>	<b>Pronoun, possessive pronoun, adverbial, determiner</b>	<b>Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity</b>	<b>Active and passive voice, subject and object, hyphen, antonym synonym, colon, semi-colon, bullet points, ellipsis</b>

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.